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ABSTRACT

The guidance and counseling profession is evolving from an emphasis on a loose collection of services to recognition as a comprehensive program with its own curriculum emphasis on student outcomes and competencies. This handbook was written to assist counselors in New Hampshire's public schools as they move from an ancillary service mode into a comprehensive program. It delineates a series of procedures which will lead school guidance and counseling programs to establish, implement, and achieve goals based on attainment of improved student competence. It depicts a process which covers the essential elements of any guidance program which is successful in meeting the developmental needs of all students. Chapter 1 presents the beliefs and other basic concepts upon which the comprehensive guidance and counseling program model was built. Chapter 2 outlines the model. It describes the four guidance and counseling program components: guidance curriculum, responsive services, individual planning, and system support. Chapter 3 describes structural components necessary for the school-based program to be successful. Chapter 4 describes an implementation process. Evaluation, review, and refinement are the focus of chapter 5 which describes different approaches to program and student outcome evaluation. A comprehensive list of student competencies, resources, suggested parent materials, and sample needs assessment surveys are appended. (NB)

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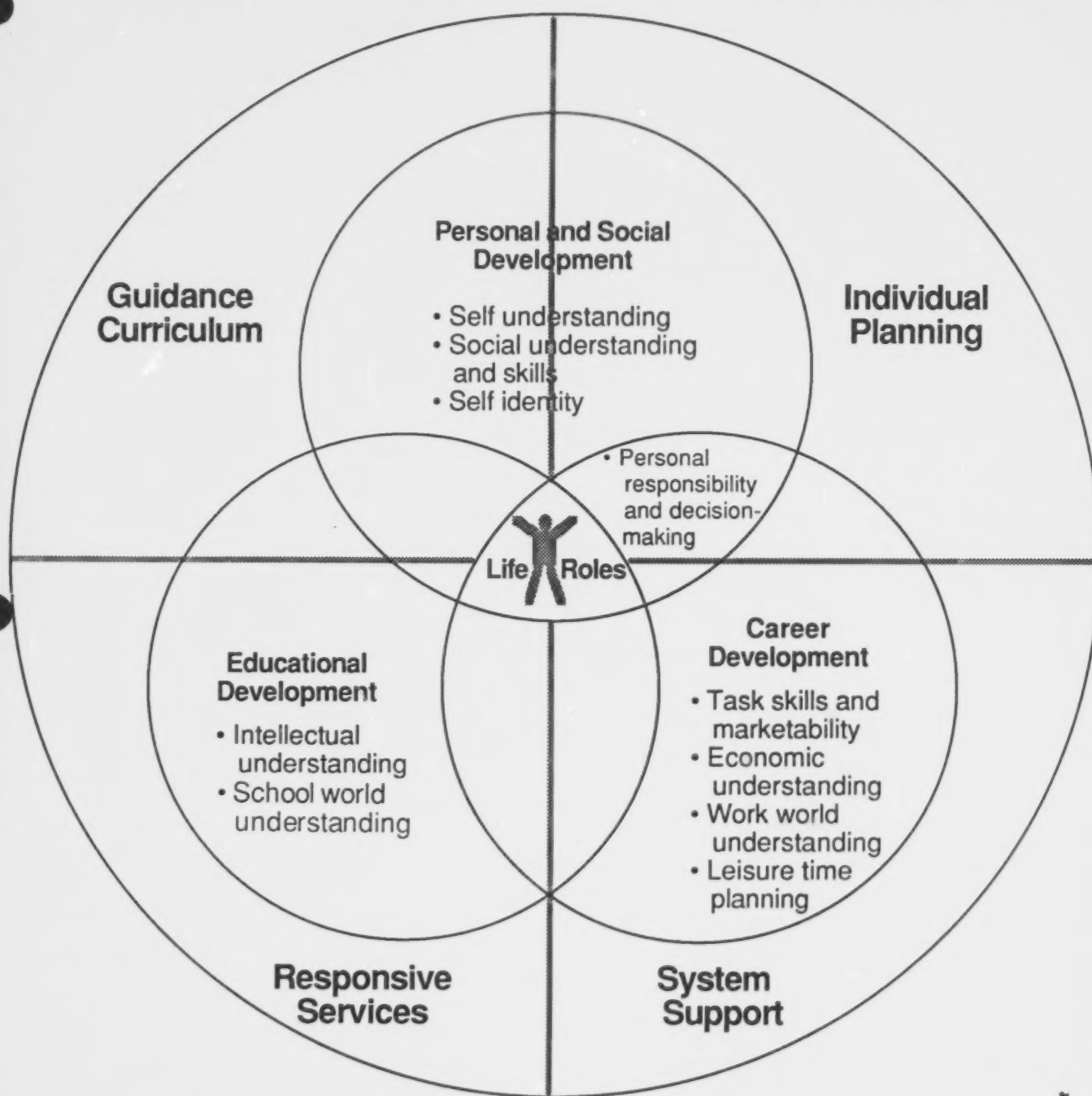
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New Hampshire Comprehensive Guidance and Counseling Program



An Approved Model for Program Development

Draft document produced by the New Hampshire Comprehensive Guidance and Counseling Program Steering Committee, August 1987. Second draft produced October, 1987.

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This Plymouth State College project has as its main purpose the training of counselors in the vocational aspects of guidance and counseling.

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With assistance from: Daniel Hummel (Chapter 4) and Edward Neukrug (Chapter 5)

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Table of Contents

Foreword	v.
Preface	vii.
Acknowledgments	ix.
Resolutions	xi.
 Chapter 1 <i>The Conceptual Model</i>	 1
Introduction	1
Philosophy	6
Rationale	8
 Chapter 2 <i>The Program Model - Part I</i>	 15
Defining Program Components	15
Program Components	16
* Guidance Curriculum	17
* Responsive Services	22
* Individual Planning	25
* System Support	29
Time Distribution for Program Components	32
 Chapter 3 <i>The Program Model - Part II</i>	 35
Defining Structural Components	35
* Advisory Council	35
* Guidance Resources, Materials and Equipment	36
* Staffing Patterns	37
* Guidance Program Facilities and Space	38
* Budget	38
 Chapter 4 <i>Implementation</i>	 41
Implementing the Guidance Program	41
1. Getting Organized	41
2. Conducting a Time and Task Analysis	42
3. Involving Administrators	43
4. Involving Teachers	44
5. Conducting a Needs Assessment and Using the Results.	45
6. Establishing a Master Calendar	49
7. Eliminating Non-Guidance Functions	50
8. Making the Transition	50
Scope and Sequence of the Competencies	53

Chapter 5 <i>Program Evaluation</i>	55
Program Evaluation	55
* Program Evaluation Form	56
Student Outcome Evaluation	67
* Sample Student Outcome Evaluation	68
Program Activities Review	69
* Activity Feedback Form	70
* Individual Session Form	71
Using the Results	71
* Program Evaluation	71
* Student Outcome Evaluation	72
* Activity Review and Individual Session Forms	72
Broadly Based Outcome Measures	73
 <i>Appendices</i>	 75
Appendix A - Statements of Student Competencies	76
Appendix B - Resources	110
Appendix C - Suggested Parent Materials	114
Appendix D - Sample Needs Assessment Surveys	122
 <i>Bibliography</i>	 130

Foreword

The guidance and counseling profession is evolving from an emphasis on a loose collection of services to recognition as a comprehensive program with its own curriculum emphasis on student outcomes and competencies. This handbook is intended to assist counselors in New Hampshire's public schools as they move from an ancillary service mode into a comprehensive program.

When I was asked to become part of this endeavor, I found the challenge to be complex. As a counselor educator, I know that my students are struggling with the difference between that which is expected of them in their program and what is actually happening in the schools. Implementing a comprehensive program of guidance and counseling with emphasis upon student outcomes will require changing the way many professionals view the role of the guidance counselor in the school. Counselors, teachers, students, parents, administrators, and the community at large will need to be involved in this change as it evolves from the way guidance and counseling is done now to the way it needs to be done in order to meet the needs of all those whom we serve.

The New Hampshire Comprehensive Guidance and Counseling Program with its emphasis on student outcomes and competencies could never have begun had it not been for some very dedicated people. The initiative for the project came from Dr. James V. Carr, Vocational Guidance Consultant, State Department of Education. I, and the Plymouth State College counselor education program, quickly joined in. For the past two years, I have been the Project Director for the New Hampshire Career Development Institute, a training program whose primary purpose is to enhance the role of the counselor in the vocational aspects of guidance.

We found many allies both within and outside of New Hampshire. Our steering committee includes the principal and a counselor from each of four secondary schools: Steven Welford and Daniel Hummel from Woodbury Junior High School in Salem; Geoffrey Jones and Nancy Winterbottom from Oyster River High School in Durham; Charles Napoli and Harrison Baldwin from Keene High School and Frederick Bailey and Carol Frizzell from Groveton High School. These eight people represent the reality tested part of our work. If they felt we were headed in the wrong direction on an issue, we changed our course.

Because we want to create an impact on counselor education in the future, we sought and received enthusiastic acceptances from Dr. Delina Hickey of Keene State College and Dr. Edward Neukrug of Notre Dame College. The final member of the steering committee is Judith D. Randall, a career development specialist who was the editor of the *New Hampshire Career Development Association Resource Manual*. She has taken on the tremendous task of rewriting and revising all of the draft materials that came out of the Steering Committee's work, and publishing the first draft.

Outside of New Hampshire there are two people who have been very significant to the life of this project. Dr. Harry Drier, Associate Director of the National Center for Research in Vocational Education, Ohio State University, invited and hosted the steering committee at the National Center. During the time we were there he not only provided us with his leadership, his expertise and the many resources of the center, but also kept us on our task. Dr. Norman Gysbers, a well known counselor educator at the University of Missouri - Columbia, shared his progress through the development and implementation of the *Missouri Comprehensive Guidance Model*. He gave us more than a hundred student competency statements for use in our own model. Both of these individuals have promised to stay with us and to continue working with us as the New Hampshire model becomes a reality.

It is a joy for me to be a part of this dynamic project. I have been a classroom teacher, a guidance counselor, a state consultant in vocational guidance, a program director in vocational rehabilitation and a counselor educator. I believe all of these experiences have been a preface to the project. I expect to be involved throughout its development until every school system in the State of New Hampshire has a Comprehensive Guidance and Counseling Program with emphasis on student outcomes and competencies.

Dr. Jo Hayslip

Counselor Educator, Plymouth State College
Project Director, New Hampshire Comprehensive
Guidance and Counseling Program

Preface

This publication offers both a process and a product. It delineates a series of procedures which, if followed, will lead school guidance and counseling programs to establishing, implementing and achieving goals based on attainment of improved student competence. It depicts a process which covers the essential elements of any guidance program which is successful in meeting the developmental needs of all students.

In corresponding to the process it depicts, this handbook is dynamic and changing. It has been placed in a three-ring binder to make it easier for insertion of additions. Changes will be made, new items will be developed; in this way, the handbook will take on a living quality, as does the comprehensive guidance and counseling program it describes and the students it serves.

It intends to begin at the beginning - "Getting Organized" - and moves through the development, implementation, evaluation and refinement steps which are necessary for any truly effective program.

Beyond the process, this publication offers a product too. This product is a student who knows how to set goals in each of his or her life roles, who has made decisions about the future, and who is on the way to implementing them. Yet the product is never achieved. For the present life is always a process. It is the future which becomes the product.

Chapter One presents the beliefs and other basic concepts upon which the comprehensive guidance and counseling program model was built. The reader is encouraged to study this chapter in a critical manner. The Steering Committee feels strongly about their beliefs and the rationale for changing the way guidance and counseling is offered to students.

Chapter Two outlines the comprehensive guidance and counseling model. It describes the four guidance and counseling program components: guidance curriculum, responsive services, individual planning and system support. There are some implications of subtle differences between this model and past models of guidance and counseling programs. Most of these differences can be traced to the beliefs and rationale in Chapter One.

Chapter Three describes structural components — things which are necessary for the school based program to be successful. More than

ever before, the program's resources: time, space, staff expertise, equipment and resource materials, will spell the success of the program.

Chapter Four describes an implementation process. It presents the crucial tasks that will help towards putting the comprehensive guidance and counseling program in place. It begins with "Getting Organized," and, after leading one through project development stages, it suggests ways to make the transition from the present program to the new one.

Evaluation, review and refinement are the focus of Chapter Five. This chapter describes different approaches to program and student outcome evaluation. It suggests that counselors be realistic in their attempts to evaluate. It encourages them to begin small and grow into a full program evaluation as the program develops. It describes the benefits of sound evaluation as more than finding out how well the program performed. Through review and refinement, guidance program evaluation points the direction for future growth and expansion.

A comprehensive list of student competencies will be found in Appendix A. This list includes more comprehensive statements than any school would select for implementation. It is being offered as a buffet from which a school will take what fits its needs. The competency statements are grouped according to categories — each category being a possible area of student goals or outcomes.

The focus on student competencies or outcomes is an essential ingredient of the comprehensive guidance and counseling model and, hence, of this handbook. Three major qualities which make human life of higher existence than all other animal life are the abilities for self-understanding, for making decisions and for planning one's life roles. This in a nutshell is the guidance function of the school. Everything else which occurs there educates the students in the performance of these qualities.

Considering school life from this point of view, in terms of the development of students to become fully functioning persons, the comprehensive guidance and counseling program addresses the most noble goal of the school and is truly the best resource for students.

James V. Carr
Judith D. Randall

Acknowledgments

The New Hampshire Comprehensive Guidance and Counseling Program Steering Committee wishes to acknowledge the benefits it has received from several persons, agencies and publications.

The basic model is that of the Missouri Comprehensive Guidance Program. The committee wishes to express its gratitude to Dr. Marion Starr of the Missouri State Department of Education for his permission to use the model and include sections of the text: *Missouri Comprehensive Guidance Program*.

As mentioned in the Preface, Dr. Norman Gysbers of the University of Missouri, a consultant and very special person, explained the model and helped us incorporate it as we say, New Hampshire style.

Dr. Harry Drier, Associate Director of the National Center for Research in Vocational Education at the Ohio State University and his staff, initiated us in the process that led to the publication of this handbook. He continues to lead and offer suggestions and provide us with assistance in many ways. They are truly appreciated.

Peter Randall of Peter Randall Publisher, Portsmouth, has given us suggestions and advice on content and worked in the production of the handbook. To him, to John Paul Cavanaugh, a person with a gift for the technical aspects of desk top publishing, who pulled us out of many tight spots, and to Lory Pratt who spent many hours at the computer evenings and weekends, we give the credit and appreciation for the quality of this publication.

Ellwyn Hayslip, Professor of Art at Plymouth State College, has given us suggestions on graphics as well as on content.

Edwin Whitfield, Guidance Section, Ohio Department of Education, in inviting the Steering Committee to be part of the Ohio Middle School Guidance Conference held in Columbus, Ohio, provided us with many good ideas on competency statements geared to the middle school student.

There are a few publications from other educational agencies that must be more than merely referenced. They contributed significantly to the New Hampshire model.

- *Pupil Personnel Services: A Needs Assessment Process*, 1984, Illinois State Board of Education, Springfield, Illinois.
- *Iowa Career Education, K-12, Preparing Students for the 21st Century*, 1986, Iowa Department of Public Instruction, Des Moines, Iowa.
- *School Counseling Programs, A Resource and Planning Guide*, 1986, Wisconsin Department of Public Instruction, Madison, Wisconsin.
- *Alaska School Counselor's Handbook*, 1981, Alaska Department of Education, Juneau, Alaska.
- *Virginia Career Guidance Model*, Virginia Department of Education, Richmond, Virginia.

In discussions that preceded the development of the set of beliefs listed in Chapter One, the Steering Committee made use of three documents and wishes to acknowledge their helpfulness. They were statements of beliefs that were developed by:

- The Northside Independent School District, San Antonio, Texas
- Anne Arundel County Public Schools, Maryland
- Howard County Public Schools, Maryland

Resolutions

National School Boards Association
1680 Duke Street
Alexandria, Virginia 22314

National School Boards Association

Resolution on Guidance and Counseling (4.1.26). NSBA encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local school boards, education agencies, and the federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs.

Adopted by the NSBA Delegate Assembly April 4, 5 and 7, 1986.

New Hampshire State Board of Education
September 23, 1987

VOTE:

Edward Sweeney made the motion, seconded by Otis Cloud, to accept and endorse the *New Hampshire Comprehensive Guidance and Counseling Program Model Handbook* and to encourage counselors in New Hampshire's public schools to use this as they implement a comprehensive program of guidance and counseling with emphasis upon student outcomes that will require changing the way many professionals view the role of the guidance counselor in the school. This was a unanimous vote of the Board.

1 *The Conceptual Model*

Introduction

During the past decade, the national conscience has been raised as to the ways in which we seek to educate and subsequently prepare our youth for assuming productive life roles in these changing times. It has become apparent that more emphasis and attention to the education of the *whole* person is necessary to enable our students to become responsible, contributing members of society. Students need to gain skills that will advance them throughout their lives in the various roles they choose as family members, workers, friends and community members. Skills such as decision-making, written and verbal communication, self-analysis, problem-solving, information gathering and analysis, critical thinking, synthesis, assuming personal responsibility, dealing with feelings, analysis of one's behavior and its impact on others, self-presentation, etc., are some of the necessary life skills that a productive person needs in order to continue his/her own development toward a strong self identity.

There is a general belief that our public schools are at a critical point and that some priorities must change if our schools are to provide the education that will enable our youth to fully function in our society. The youth of our state, nation, and world are our most valuable resource and the public school system has the greatest of challenges - that of turning out the highest quality person possible.

While our educational system has received much criticism over a period of time, it is still the most creative and responsive program of education ever developed by any nation at any time. Our educational system is a world resource and never in our history has a nation of people had as much formal education.

The guidance programs in our schools have always played an important role in the total educational process for our youth and are an important aspect of our public school program. Guidance and counseling have historically been perceived as an "ancillary service," an adjunct to

the school's instructional program. In this perspective, guidance is expected to assist those who cannot or will not gain full benefit from the instruction available. While the "ancillary service" model has produced quality in services to students and their parents, it has several characteristics which are currently seen as barriers to the major tenet of the guidance function - that of helping *all* students reach their potential.

The time to recognize guidance as a vital, integral part of the total educational system has come. It is time that administration, teachers and counselors themselves put guidance into proper perspective and realize that it must be viewed as a program rather than a service; that it must in fact become a vital link in the total package of education being delivered to our youth. A comprehensive guidance and counseling program must impact on a vast majority of students; it must consist of curriculum activities and must be responsible for the addressing and meeting of various student competencies and student outcomes.

In New Hampshire, on-site visits to the guidance departments of twenty-one vocational centers and sub-centers, more visits to fifteen other high school guidance departments, and additional reports submitted by guidance personnel from thirteen other "sending" schools have led to the following conclusions about the state of guidance and counseling in New Hampshire public senior high schools.

1. Counselors spend a great percentage of time with a small percentage of students. Of that small percentage, less than half are getting any real benefit from the counselor's efforts.
2. Counselor time and effort are dissipated by the number and variety of tasks expected. Many of the tasks that counselors perform:
 - are not related to the content of their counselor education programs. (Counselors wish they could more of what they were trained to do.)
 - are something an experienced secretary or paraprofessional assistant could do as well.
 - have prevented the counselor from being visible to the entire student population.

- have been added on to the counselor's job, many times because no one else seemed to have the flexibility in their work lives.
 - are really administrative responsibilities.
 - have been sought out by the counselor or accepted with little or no protest on the part of the counselor.
3. Most schools lack a program based approach to guidance. A review of counselor job descriptions and evaluation of counselor performance documents will show that counselors are expected to be all things to all persons, and that they must be ready to offer a full range of services with no way to determine if those services have been effective and beneficial to students. As a result, there seems to be no valid way to hold a guidance department accountable.
 4. There is no agreement in expectations for a guidance program among administrators, teachers, students and parents. Counselors spend much of their time responding to mixed messages.
 5. Although counselors receive much criticism, few attempts are made to effectively help them.

Using student needs as the primary focus for program development, the New Hampshire Comprehensive Guidance and Counseling Program has been created in an attempt to help counselors, administrators, and teachers develop individualized programs for their own schools. Other educators have attempted to give similar help. However, some laudable attempts, such as the 1986 Report of the College Board Commission on Precollege Guidance and Counseling, *Keeping the Options Open*, is heard by few, acted upon by fewer, and filed on the shelf by the rest. Others attempting to help have vested interests, usually a profit motive, and only a sharp, assertive counselor will profit more than the interested person, project or company. This current project is also one arising from vested interests. These vested interests are expressed in Title III, Part D of the Carl Perkins Vocational Education Act. It is the intent of this Project to assist guidance

programs (organized and administered by certified counselors) designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education and employment needs of vocational education students and potential students.

To bring into guidance and counseling programs a perspective of meeting the personal/social, educational and career development needs of all youth and to enable them to prepare for and to take their place in a life that will fully challenge and reward them is perhaps the single goal that will unite all populations in their expectations of counselors and guidance and counseling programs.

Statement of Purpose

The primary purpose of the New Hampshire Comprehensive Guidance and Counseling Program is to develop a comprehensive guidance and counseling model. This model will assist districts in developing a plan that will meet the standards established by the New Hampshire State Board of Education, effective June 1989.

This model is one from which school districts may extract those components which best meet their individualized needs as they formulate their individual guidance and counseling plans.

The *student* needs focus of the program continues the theme of addressing the education of the *whole* person in order to produce positive educational outcomes, i.e. students who are able to make thoughtful and sound decisions during the high school years as well as in their post secondary training/schooling, work, and in all areas of their lives.

In addition, the program includes a provision for quality time for counselors and guidance staff in their interactions with students. This "quality time" provision will help to create the positive educational outcomes described above.

Creation of The New Hampshire Model

A growing awareness that guidance and counseling programs in the state needed adjustment in order to meet the needs of the many students rather than of a few, coupled with the new state approved

standards for guidance programs K-12, caused interested professionals to join in the design of a model for a New Hampshire Comprehensive Guidance and Counseling Program.

Student needs provide the focus of the program. To insure this focus, it was decided that the program would be based on achieving student competencies. This goal would be accomplished by building in accountability, management functions, professional development, and budget support. Program goals include: 1. recognizing and providing for the school system as the facilitator of the development of the *whole* person 2. providing for greater counselor visibility and validation for his/her role 3. promoting the concept of increased counselor involvement in classroom activities through direct delivery of programs to students, and teacher/counselor planning and cooperation in joint activities.

In June of 1987, thirteen professionals from throughout the state went to the National Center for Research in Vocational Education at Ohio State University to draft a model. The group was composed of school principals, counselors, counselor educators, and consultants. The resulting draft was refined and revised to be used in the pilot project in the first phase of program implementation. This proposed model must be regarded as a "**draft**" document which its authors see as dynamic in nature, subject to on-going refinement and revision. As the project progresses and feedback is obtained from the various pilot school programs, this document will undergo the needed refinement and revision.

Following the design of the "draft" model, the time line for the project, which extends from 1987 through 1996, begins with thirteen pilot schools. These schools include grades seven through twelve (the decision to restrict the first phase of the pilot schools program was based on requirements of the funding source, the Carl D. Perkins Vocational Education Act. A later phase will include extension of the program into grades K through eight.) They will conduct a needs assessment, time and task analysis, develop a student competencies list and draft a curriculum action plan during the 1987-88 year. In 1988-89, the plan calls for the implementation of the action plan in the first group of pilot schools. In addition, during 1988-89, a second pilot group of schools (grades 7-12) will begin their needs assessment, time and task analysis, and curriculum action plan phase. By 1989-90, the first year of implementation for this second group of pilot schools will begin. The time frame and program implementation plan for 1990 through 1996 is outlined below:

GOALS:

To increase the numbers of schools that will implement a comprehensive guidance program in grades 7-12 on a yearly basis.

To identify two groups of 10-12 pilot schools (elem) to implement a working draft of a K-8 comprehensive guidance program, to develop plans for future implementation at each grade, K-8, and to obtain first year approval by their school boards.

To assist counselor education programs in developing and conducting preservice and inservice education to enable counselors to carry out their responsibilities under their comprehensive guidance program plans.

To establish executive, advisory and ad hoc committees to guide the implementation of the project.

To establish funding sources that will enable the Comprehensive Guidance and Counseling Program to operate through 1996.

TIME FRAME:

2/3 of 76 Sr. H.S.- Sept. 1991

3/3 of 76 Sr. H.S.- Sept. 1992

1/3 of 34 JHS - Sept. 1991

2/3 of 34 JHS - Sept. 1992

3/3 of 34 JHS - Sept. 1993

1/3 of 21 MS - Sept. 1992

2/3 of 21 MS - Sept. 1993

3/3 of 21 MS - Sept. 1994

First group:

Mar. 1990 - Sept. 1991

Second group:

Mar. 1991 - Sept. 1992

1/4 of 155 ELS- Sept. 1993

2/4 of 155 ELS- Sept. 1994

3/4 of 155 ELS- Sept. 1995

4/4 of 155 ELS- Sept. 1996

Philosophy

The New Hampshire Comprehensive Guidance and Counseling Program model rests upon several tenets and beliefs.

Tenets and Beliefs

Students

1. All students

- a. need to develop certain competencies to fulfill the many and various roles they will play throughout their lives.
 - b. have a right to expect the school to lead them to the attainment of these competencies.
2. As well as for learning, students and adults have a life long need for guidance and counseling.
 3. Involvement of students in a comprehensive guidance and counseling program can help:
 - a. prevent drop-outs, suicide and pregnancy.
 - b. increase self-esteem and reduce disruptive behaviors.

Comprehensive Guidance and Counseling Program

1. Guidance and counseling is a program rather than a service. It provides a vital link to the total instructional program of the school.
2. A comprehensive guidance and counseling program has as one of its components a curriculum for student instruction which is based primarily on the *needs of students*.
3. A comprehensive guidance and counseling program contains measurable student outcomes or competencies which address behaviors necessary for a person to function effectively at the appropriate level of development in each life role.
4. A comprehensive guidance and counseling program aims at educational excellence through individual excellence.
5. A comprehensive guidance and counseling program is an integral part of the student's total educational experience.
6. A comprehensive guidance and counseling program includes parent involvement.

Implications for the Guidance and Counseling Program

1. The comprehensive guidance and counseling program shall be evaluated on stated goals and related student competencies.
2. The comprehensive guidance and counseling program shall be consistent with expected developmental stages of learning.
3. The comprehensive guidance and counseling program provides developmental as well as preventative and remedial services.
4. Comprehensive guidance and counseling program activities will involve the entire school community.
5. The comprehensive guidance and counseling program has identifiable outcomes of its own, for which guidance personnel have primary responsibility, but which all personnel share.
6. The comprehensive guidance and counseling program shall be determined, planned, and implemented by state certified professional counseling staff and administration in consultation with other representatives of the school community.
7. A mandatory ongoing program of counselor professional development is necessary to maintain a quality comprehensive guidance and counseling program.
8. The comprehensive guidance and counseling program is designed to address the needs of all students at all education levels.
9. Counselor/guidance staff require quality time (access to students) in order to produce quality student outcomes.

Rationale

Comprehensive guidance is, and should be, an integral part of each school's educational program. It is the component that sees each student as a developing organism - a *whole* person. As a result, comprehensive guidance is itself developmental by design. It contains functions and activities that address the different developmental stages that students

pass through during their school years. Additionally, comprehensive guidance seeks to focus on those milestones that follow sequentially as preschool children become the young men and women of adolescence.

Comprehensive guidance and counseling programs are organized around a developmental focus. They contain sequential activities that are organized and implemented by certified school counselors with the support of teachers, administrators, students, parents and persons in the community. The components of a comprehensive guidance and counseling program include:

1. a guidance curriculum that identifies competencies to be attained by all students at various stages of their development and provides activities to help them achieve these competencies;
2. individualized planning with students and their parents in each area of educational development, personal/social development, and career development;
3. responsive counseling, consultation and referral; and
4. program management and system support that aims at making the program accountable.

Life Roles

In its operation, the comprehensive guidance and counseling program is designed to meet the needs of all students by helping them to acquire competencies to meet the expectations from all their life roles and as they need to plan for such life roles, whether educational, vocational, personal or social. Viewed as a whole person, the individual must integrate the needs and self knowledge discovered in one aspect of life with those that are felt in other aspects. Comprehensive guidance and counseling programs seek to attain this integration.

Over the past decade there has been a shift in the expectations of employers for those students who are making the transition from school to work. Employers who, in past years, asked schools to develop basic job skills, now ask for other skills. These skills, called the "invisible curriculum," (Schwallie-Giddis, 1985) include teamwork, reliability, honesty, and learning how to learn. Employers term these "employability skills."

More and more employers are faced with job knowledgeable but unproductive workers. Added to concerns about employee drug and

alcohol abuse, marital problems, and poor interpersonal relations is now a greater concern for the match between the worker and occupational expectations and requirements (Brown, et al,1984). The National Alliance of Business (1986) points out that

Lack of career knowledge among youth. . . contributes to poor work attitudes and job hopping and affects long term earnings (p. 7).

It is in the job setting where the lack of balance among the various life roles is most evident and can become most debilitating not only in worker productivity but in the ways workers view all aspects of their lives. To avoid this later mismatch between occupational roles and life roles, schools must incorporate experiences for students that teach them how to deal with the various roles they encounter in their lives: their personal/social lives with friends and family, and their educational/vocational lives, with their teachers and other authority figures, and with their school tasks. Such a balance among life roles will lead to sound mental, emotional, and physical health. This is preventative guidance and fits within the responsibility of the school to pay attention to the developmental aspects of the lives of students.

Benefits

Where the focus of guidance has switched to that of a systematic program approach, benefits for specific school populations have been identified.

Benefits for administrators are:

1. Provides program structure with specific content.
2. Provides a means of evaluating guidance program efforts (accountability).
3. Enhances image of the guidance program in the community.

Benefits for teachers are:

1. Encourages positive, supportive working relationships.
2. Provides a team effort to address key skills and core competencies.
3. Enhances the role of counselor as resource person.

Benefits for guidance personnel are:

1. A clearly defined role and function.
2. The elimination of non-guidance functions.
3. The opportunity to reach a large majority of students.
4. A tool for program management.
5. Clearly defined responsibilities for specific student competencies.

Benefits for students are:

1. Increased knowledge and assistance in career exploration and development.
2. Increased decision-making skills.
3. Increased knowledge of self and others.
4. Increased knowledge of our changing world.
5. Increased opportunities for counselor - student interaction.
6. Students begin to identify and learn life skills from the "invisible curriculum".

Benefits for parents are:

1. Greater awareness of the nature and scope of a guidance and counseling program.
2. Improved communications between home and school.
3. Increased opportunities for collaboration between parents and school staff.
4. Increased knowledge of what assistance they and their offspring can receive from the counselor.
5. Greater support from the school in their parenting role.

A Pro-Active Program

In providing a funding source for comprehensive guidance and counseling programs, the Carl D. Perkins Vocational Education Act (1984) encourages such comprehensive guidance "programs" as the method for schools to meet the career development and career planning needs of all youth and adults. The use of the term *program* has been selected to replace the earlier term *service*. This is in sharp contrast to previous Federal legislative language referring to guidance as *support* or *ancillary* services. There are key conceptual differences between the terms *service* and *program*. In a service model guidance counselors can be validly judged to have met their performance expectations if a

designated service has been made available. It is the responsibility of the audience to avail itself of the services. Recognition by students of the need to avail themselves of these services depends upon the maturity and wisdom of the students to define the problem they are facing and to seek and use help in finding a solution.

A *program* approach lends itself more readily to management strategies. Objectives can be set based upon the needs of the target audiences. The actions of the professionals involved in a program approach can be observed and evaluated. Student outcomes can be measured.

Today, school counselors are facing a dilemma. There is a need to alter the approach in providing guidance to students, but past history has produced expectations from the community, from parents, from teachers, from administrators and from counselors themselves - expectations of what a guidance program will accomplish in this community for these students. To alter the program suggests that things will change, that current expectations will not be met. So, current expectations force a reluctance to make changes that may improve the program.

Yet, change drives our social and economic systems. Much has been written about economic and societal changes brought about because of the transition from an industrial to an information processing society. We have become accustomed to the speed of information delivery systems. Many of us have forgotten the astonishment we felt on our first use of Federal Express. Even our U.S. Postal System has adapted to this new competition to serve those who need to get information coast-to-coast within a twenty-four hour period.

Will our schools keep up with society? Will we continue to work toward the goals of a former industrial society when we are centered in a high-tech, service-oriented information processing society? Will we continue to process students as if in three basic categories: college bound, labor force, and drop-outs? That which has been accepted in the past is no longer acceptable. A drop-out rate of 24-30 percent statewide says that the old ways of doing things must change for education too.

For counselors this means that they can no longer monitor student progress from outside of the instructional program and intervene only when something is apparently wrong. By then little can be done to

redirect most students. Rather than allowing the developmental processes to take their own course in the lives of students and hoping that no obstacles will surface along the way, counselors must teach students to overcome these barriers to their full development as human beings. Most of these barriers lie within the students themselves and in their interpersonal relationships. Very few come from lack of ability or inadequate past instruction. Counselors must be pro-active; they must design strategies to develop the human resources. They must be seen as human resource activists - not "doing for" students, but helping students do it for themselves.

A comprehensive guidance and counseling program places counselors into positions where they will pro-actively guide the students to the full development of their potential. Counselors will be highly visible to all students. They will be seen in classrooms on a regular planned basis. They will be human resource consultants to teachers as teachers implement their roles in the guidance curriculum.

They will be seen as counseling professionals to whom all students can turn for individual guidance at problem-solving and decision-making times.

Chapter references

- Brown, Duane, and Brooks, Linda and Associates. (1984). *Career Choice and Development*. San Francisco: Jossey-Bass Publishers.
 Schwallie-Giddis, Pat. (Nov./Dec., 1985) *The Invisible Curriculum*.
 Florida Vocational Journal.

2 *The Program Model - Part I*

Defining Program Components

A comprehensive guidance and counseling program aims primarily at placing the developmental needs of students at top priority while also responding to students at those times when they have special decisions to make or problems to face. While guidance programs support other educational programs, they do so while remaining an independent component of the school's educational mission.

The call for public schools to join in search of excellence has resulted in many changes in the delivery of public education. One of the most notable and far reaching efforts in New Hampshire is that of the State Board of Education in its actions to revise approval standards for elementary, middle/junior high, and senior high schools. In the section relating to guidance, the State Board mandated the structural components of a guidance program, but did not mandate how to implement that program.

This chapter describes the basic components of a guidance program which will meet the State Board mandate. Chapter 4 describes an implementation process which, if carried out will also insure compliance with that mandate.

A guidance and counseling program that responds to the developmental needs of students will display three important and essential characteristics.

1. *Language describing the program will outline student actions and outcomes.* The lay person who reads such a description will receive a clear impression of what things will happen to students if the program is successful in achieving its goals. Currently, those guidance departments that provide services rely primarily on a description of the services that will be provided to students and the school, but in terms of *counselor behavior*. The language is primarily administrative in nature and focuses on

tasks counselors must perform if the school programs are to run smoothly. The description of the comprehensive guidance and counseling program then will be program oriented rather than position oriented.

2. *The counselor role is one hundred percent guidance program focused.* From the first day of school in the Fall, to the end of the school year, counselor time will be spent implementing a program that has student based objectives and outcomes. The guidance curriculum will begin and end at the same times the math or science or language arts curricula do. Day to day changes in program activities will occur through negotiations rather than as add-ons given to guidance simply because no one else has the flexibility in their daily schedule to carry out new tasks.
3. *Counselors have clearly defined and mutually understood relationships with teachers, administrators, and other staff members.* Counselors see others and are seen by others as respected colleagues. Each group knows where they fit in. The program fosters creative working relationships between counselors, teachers and administrators. The major complaint of counselors - that they spend most of their time doing what they were not trained for, and that they seldom do anything that reflects their training - is not heard.

Program Components

There are four program components required to carry out a comprehensive guidance and counseling program.

1. a guidance curriculum.
2. responsive services.
3. individualized planning with students and their parents.
4. program development and system support.

Each component addresses the needs of all students. The needs spring from the stages and levels of development of students as they strive to implement roles to meet their life tasks. Each component has a set of expected activities from counselors, but also allows for a response to special events, problems, and needs in students' lives. The activities are implemented by certified school counselors and/or teachers with

support and assistance from administrators, students, parents, and other school personnel.

Each component focuses its mission on helping students acquire the competencies designated for their grade and ages.

I. Guidance Curriculum

The guidance curriculum is a statement of structured experiences for students, which are presented to students systematically and in appropriate sequence through classroom, group and individual activities. The objective of the curriculum is the attainment of specific competencies by students. These competencies are arranged to reflect the developmental needs of students. The curriculum is organized around three major developmental areas: personal/social development, educational development, and career development.

The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health, and to assist them to acquire and use skills necessary for positive fulfillment of their many life roles.

While the counselor's responsibility includes the organization and implementation of the guidance curriculum, the cooperation and support of the entire faculty and staff is necessary for its successful implementation. The guidance curriculum is implemented through:

- *Classroom activities* - Counselors and teachers, together or separately, teach a guidance curriculum learning activity or unit in classrooms. This is not limited to one or two subjects but may include all areas in the total school curriculum. These activities may be conducted in the classroom, guidance center or other school facilities.
- *Group guidance activities* - Counselors conduct groups outside the classroom to respond to students identified interests or needs. Counselors plan and lead structured activities to increase the skills and knowledge of the students participating.

- *Competencies*

A major goal of the guidance and counseling curriculum is the attainment of competencies by students to serve their personal/social, educational and career development needs. These competencies will be addressed in a sequence appropriate for each developmental stage and area. The Guidance Curriculum component focuses primarily on student competencies. For this reason, we have chosen to outline the ten competency areas here. See Appendix A for a complete listing of the subcategories and competency statements. It should be remembered that the Responsive Services and Individual Planning components also include the development of student competencies.

These competencies are ones which are required by persons who can maintain the healthy balance between their life roles that fosters full and satisfying lives. They can be organized in the following ten categories:

1. *Self Understanding* - Values and Attitudes - Abilities and Aptitude - Interests and Feelings - Insight, Gender Identity.
2. *Global and Social Understanding and Skills* - Global and Social Awareness - Interpersonal Communication Skills - Global and Social Responsibilities - Social and Individual Rights - Personal Responsibility.
3. *Decision-Making* - Relationship to Behavior - Goal Setting for Life Decisions - Problem Identification - Information Gathering - Exploring Options - Analysis and Synthesis - Initiating Action and Risk Taking - Ability to use Problem Solving in Daily Life.
4. *Intellectual Development* - Motivation to Take on Active Role in Learning - Expanding Thinking Skills - Information Gathering From an Academic Environment - Information Processing - Drawing Conclusions - Recognizing Implications - Ability to use Problem Solving as an Aid to Academic Achievement - Relationship Between Academic Achievement and Career/Job Training.
5. *School World Understanding* - Awareness of Educational Setting - Ability to Select and Achieve Educational Goals - Awareness of Course Requirements, Content, and Value - Ability to Make Choices Among Curriculum Programs and Courses - Ability to Select Extracurricular Activities - Attainment of Personal Satisfaction from Educational Experiences - Ability to Work Towards and Realize Chosen Career Goals.

6. *Understanding of Personal Economics* - Notions of Consumer and Producer - Relations of Supply and Demand - Personal Budgeting - Ability to Delay Gratification.

7. *Task Skills and Marketability* - Motivation to Act - Goal Setting for Occupational Marketability - Following Directions - Task Completion - Working in and with Groups - Written Communication Skills- Verbal Communication Skills - Non-Verbal Communication Skills - Job and College Search Skills - Interview and Presentation Skills - Adjustment Skills.

8. *Work World Understanding* - Characteristics of Workers - Characteristics of Jobs - Occupational Awareness - Work Expectations - Work Behaviors and Habits - Understanding a Personal Vocational Profile - Organizing Employment Credentials - Understanding the Workplace Structure - Understanding Organizational Goal Setting.

9. *Leisure Time Planning* - Developing and Maintaining a Balanced and Healthy Life Style - Planning and Maintaining Physical Fitness - Developing Hobbies and Other Avocational Pursuits.

10. *Life Roles Planning* - Selecting and Working Toward a Preferred Life Style - Implementing a Community Member Role - Implementing a Role as a Worker - Implementing a Family Member Role - Implementing a Role as a Sexual Person - Developing One's Personhood.

• *Guidance Curriculum Learning Activity Outline and Format*

The guidance curriculum learning activity outline and format that follow may be used to assist the counselor in planning and developing various activities within the guidance curriculum component.

Guidance Curriculum Learning Activity Outline

Guidance Curriculum Component

- I. List major activities for Guidance Curriculum Component on a monthly and yearly calendar.

II. Guidance Curriculum Activities Outline

A. Curriculum Area

B. Category

C. Competency Statement

D. Students Served

1. Number of students
2. Grade level
3. Classroom setting (math, science, home economics, agriculture, etc.)

E. Time Required

F. Resources Needed

G. Evaluation of Guidance Curriculum Activity

1. Results Pre Test
2. Results Post Test

H. Observations

School District Name: _____
Project Director _____ Phone: ____/____/____

Guidance Curriculum Learning Activity Format

Curriculum Area: _____
Category(ies): _____
Unit or Lesson Title: _____
Competency Statement(s): _____

Students Served:
Number of students: _____
Grade level(s): _____
Classroom setting: _____
Time Required: _____
Resources Needed: _____

Evaluation of Learning Activity:
Results of pre-test _____

Results of post-test _____

Observations: _____

Attach Detailed Copy of Complete Lesson Plan: _____

2. Responsive Services

The responsive services of counseling, consultation and referral are designed to meet immediate needs and concerns of all students. Certified counselors have special training and skills to respond adequately and effectively. Cooperation and support of the entire staff is necessary for the success of this component.

Responsive services include:

- *Personal Counseling*

In small groups and with individual students, counselors engage in a process of counseling which can range from a superficial advice giving to a deeper personal interaction that has therapeutic goals.

Responsive Services Activity Outline

The responsive services activity outline and format that follow (see forms on following pages) may be used to assist counselors in planning and developing various activities within the responsive services component.

The aim of personal counseling is to give short term assistance to students who are expressing difficulty in attaining the developmental competencies expected through their guidance curriculum activities. Listed below, under each developmental area, are some examples of student needs which could require counseling assistance.

Educational Development: student adjustment to school or classroom expectations.

Personal/Social Development: management and resolution of student conflict with family, teachers, peers, and authorities.

Career Development: examination of intrapersonal obstacles that may hinder the student from realizing his/her potential.

- *Crisis Counseling*

Counseling and support are provided to students, their families, or others facing emergency situations or traumatic events. Crisis counseling is normally short term and temporary in nature. Some crises may call for
(text continued on page 25)

School District _____
Project Director _____ Phone: ____/____/____

Responsive Services Activity Outline

- I. List sessions for individuals and groups on monthly and yearly calendar.

II. Activity Format

- A. Major activity
- B. Purpose of session
- C. Number served
- D. Amount of time spent
- E. Resources needed
- F. Comments or observations

NOTE: Complete the Responsive Services form only in the instance of a major activity.

1. EXAMPLES OF A MAJOR ACTIVITIES: Teacher Consultation - List all teacher consultations planned during the school year under this major activity on a single form. Include total amount of time spent on all conferences and number served.
2. PERSONAL COUNSELING: Use a Responsive Services Activity Format sheet when blocks of time are set aside for individual or group counseling sessions (substance abuse, failing grades). It is not necessary to have a sheet for each individual session.

School District _____
Project Director _____ Phone: ____/____/____

Responsive Services Activity Format
(Responsive Services Component)

- I. Major Activity: _____

- II. Purpose of Session: _____

- III. Number Served: _____

- IV. Amount of time spent: _____

- V. Resources needed: _____

- VI. Comments or observations: _____

an immediate involvement of community agencies either because of the scope of the crisis or because of the work commitment of the counselors.

• *Consultation*

Counselors consult with students, parents, teachers, other educators and community agencies. There are many circumstances which call for consultation. The consultation that happens as a Responsive Service generally occurs when the situation or problem faced by a student calls for more than personal counseling or simple referral to an outside agency. Consultation provides the opportunity to: share information which could help the student, to devise strategies of personal intervention when such intervention is appropriate, and to assess and evaluate the results of a personal intervention earlier undertaken. Consultation with school staff can aim at helping them to enhance their effectiveness in working with students and parents. Consultation with parents can help them to communicate more effectively with teachers. Consultation with community agencies can help families obtain assistance for some particular situation.

• *Referral*

Counselors often refer students and their parents to community agencies. Each community has a different array of available referral sources.

As counselors have become aware of and committed to providing for the needs of all students in a comprehensive guidance and counseling program, they have sought to locate and use more of the community's resources.

3. Individual Planning

Individual planning consists of activities that help students to plan, monitor, and manage their own learning and their personal and career development. The focus is on assisting each student to develop, analyze, and evaluate his/her educational, occupational, and personal goals and plans. The individual planning action is generally initiated in the classroom and in group activities of the guidance curriculum but eventually becomes the focus of individual sessions with a counselor or teacher advisor. Individual planning includes an annual review of each student's educational and career plans.

Individual Planning is implemented through such strategies as:

- *Individual Appraisal*

Counselors assist students to assess and interpret their abilities, interests, skills and achievements. The utilization of appropriate test information becomes an important aspect for developing immediate and long range plans for students.

- *Individual Advisement*

Counselors assist students in using self appraisal information along with personal/social, educational, career and labor market information to help them plan for and realize their personal, educational and career goals. The involvement of students, parents and the school in planning a four year program of studies for each student that meets the individual student's needs is a critical part of individual advisement.

Examples of student goals that call for individual advisement are:

- ~ Course selection and development of a four year high school plan.
- ~ Selection of an extra-curricula program.
- ~ Selection of possible future careers for further study, exploration or training.

- *Placement and follow up.*

Counselors assist students in the transitions that students face when they change from one educational program to another, from one school to another, or from school to work. In order to provide for the needs of all students, counselors focus on giving information, advising, helping to establish linkages, counseling in the face of intrapersonal conflict, and referral. (The Individual Planning Outline and Individual Planning Activity forms follow.)

The individual planning activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District _____
Project Director _____ Phone: ____/____/____

Individual Planning Activity Outline

- I. List major activities for Individual Planning Component on monthly and yearly calendar.
- II. Activity Format
 - A. From calendar's major activities, a set of information on each activity will be provided which includes:
 1. The major activity
 2. Grade level
 3. Number of students served
 4. Resource needed
 5. Time line (from calendar: one week in October; January through March; one day per week in April; etc.)
 6. Amount of time spent (4 days, 15 days, 12 hours, etc.)
 7. Method of documentation or evaluation
 8. Evaluation results, outcomes or documentation

School District _____
Project Director _____ Phone: ____/____/____

Individual Planning Activity Format
(Individual Planning Component)

- I. Major Activity:
Date: _____

- II. Grade Level: _____
- III. Number of students served: _____
- IV. Resources Needed: _____

- V. Time Line: (from master calendar) _____

- VI. Amount of time spent: _____

- VII. Method of documentation or evaluation: _____

- VIII. Evaluation results, outcomes or documentation: _____

4. Program Development and System Support

Program Development and System Support consists of management activities which establish, maintain, and enhance the total comprehensive guidance and counseling program. Activities in this component provide support both to the guidance and counseling system itself and to the school system as a whole. This component is implemented and carried out through activities in the following areas:

- *Research and Development*

Guidance program evaluation, follow-up studies, and the continued development and update of guidance curriculum learning activities are some examples of the research and development work of counselors.

- *Staff/Community Public Relations*

This involves orienting the staff and the community to the comprehensive guidance and counseling program through such means as the use of newsletters, local media and school and community presentations.

- *Professional Development*

Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participation in regular school in-service training, attending professional meetings, completing post graduate work, and contributing to the professional literature. Teachers also need staff development to help them to carry out their role as a member of the guidance curriculum team.

- *Committee/Advisor Boards*

Serving on departmental curriculum committees and community committees or advisory boards are examples of activities in this area.

- *Community Outreach*

Included in this area are activities designed to help counselors become knowledgeable about community resources, employment opportunities and their local labor market. This may involve counselors

visiting local business and industries, and social service agencies on a periodic basis.

- *Program Management and Operations*

This area includes the planning and management tasks needed to support the activities conducted in a comprehensive guidance and counseling program. It also includes responsibilities that may need to be fulfilled as a member of the school staff. (System Support Activity Outline and the System Support Activity forms follow.)

School District _____
Project Director _____ Phone: ____/____/____

System Support Activity Outline

- I. List major activities for System Support Component on monthly and yearly calendar.
- II. Activity Format
 - A. From calendar's major activities, a set of information on each activity will be provided which includes:
 1. The major activity
 2. Grade level (if appropriate)
 3. Number of students served (if appropriate)
 4. Resources needed or utilized
 5. Time line (from calendar: one week in October, January through March: one day a week in April, etc.)
 6. Amount of time spent (4 days, 15 days, 12 hours, etc.)
 7. Method of evaluation or documentation
 8. Evaluation results, outcomes or documentation
- III. Professional Activities
 - A. Include involvement with professional organizations and other professional activities on Master Calendar.
 1. Workshops attended
 - a. Name of workshop
 - b. Purpose
 2. Summer institutes
 3. Other professional activities

School District _____
Project Director _____ Phone: ____/____/____

System Support Activity Format (System Support Component)

Activity Format

- I. Major Activity
Date: _____

- II. Grade Level (if appropriate): _____
- III. Number served: _____
- IV. Resource needed: _____

- V. Time Line (from master calendar): _____

- VI. Amount of time spent: _____

- VII. Method of documentation or evaluation: _____

- VIII. Evaluation results, outcomes or documentation: _____

- IX. Professional Activities (workshops, institutes, etc.)
Name of workshop (or other programs): _____
Purpose for which attended: _____

Time Distribution and Interaction Among Program Components

Expectations of what counselors will do should be related to the four program components. Among components, the degree of time spent in any component will vary from school to school. As the top priority, the developmental needs of the students enrolled in the school dictate the assignment of time to the various components. The second priority, responding to the students when they are facing special problems, will be allocated sufficient counselor time to guarantee an adequate response.

The following percentages of counselor time are given to illustrate what may be an adequate balance among components for the guidance and counseling program structure. The recommended percentages are based on information obtained from school districts which have adopted a comprehensive guidance and counseling program. Working within the ranges indicated could help your redirected program to have the desired impact.

Time Distribution - Guidance & Counseling Program Components

<i>Guidance Curriculum</i>	<i>15 - 35%</i>
<i>Responsive Services</i>	<i>25 - 35%</i>
<i>Individual Planning</i>	<i>20 - 30%</i>
<i>System Support</i>	<i>15 - 20%</i>
<i>This is a recommended range but the total percentage must equal 100%</i>	
For example, based on a 180 day school year, 7 periods per day, the percentages would break down as follows:	
15% = 189 periods	25% = 315 periods
20% = 252 periods	30% = 378 periods

Time allocations will vary according to the level and size of the school. Middle and junior high schools could well spend a greater percentage of time in the guidance curriculum and less time in individual planning. The chart on the following page indicates an example of the way in which the time allocation and distribution percentages would be adjusted for various school levels and sizes.

Middle/Junior High		Senior High	
		Small	Large
Guidance Curriculum	35%	20%	25%
Responsive Services	30%	35%	25%
Individual Planning	20%	30%	30%
System Support	15%	15%	20%

3

The Program Model - Part II

Defining Structural Components

There are five components that make up the structure of a school's guidance and counseling program, including those programs that are student outcome based. Comprehensive guidance and counseling programs will contain the structural components of Advisory Council, Guidance Resources, Materials and Equipment, Staffing Patterns, Guidance Program Facilities and Space, and Budget.

The following pages are presented with an assumption that the guidance curriculum component has been designed and will be implemented to include student focused learning activities. Each learning activity will need to account for the setting where the activity will occur, the amount of time required, the person leading the activity, and the resources, materials and equipment.

- *Advisory Council*

The Advisory Council will advise the school on the developing comprehensive guidance and counseling program. The Council will be a source of advice both to the school administration and to the Steering Committee. The Advisory Council's information and insight on parental expectations for students, economic forecasts, expectations of the school and the community can add much to the depth and timeliness of the program. The Council also serves as a communication linkage between the comprehensive guidance and counseling program and the community at large. The Council can facilitate a two way flow of feedback between the school and the community.

It is recommended that the Advisory Council be composed of school staff, parents, students, community leaders, and school board members. In addition to its advisement and information dissemination functions, it could offer support, review present activities, and encourage new activities to meet the goals of the guidance and counseling program. It may be organized at the district or individual building level.

- *Guidance Resources, Materials and Equipment*

Sufficient resources, materials and equipment are necessary in the delivery of the comprehensive guidance and counseling program.

For each of the four program components - Guidance Curriculum, Responsive Services, Individual Planning, and System Support - it is important to identify guidance program resources currently available in the school and in the community, and to assess their current state of use within the guidance program. It is important to identify those resources that are not currently available but which are needed in order to deliver the four components of the guidance and counseling program.

Assessing resources requires a systematic and thorough review of current guidance program activities, space, time allocation, equipment, staff expertise, and community resources.

- ~ *Current Guidance Program Content and Activities*

Assessing current guidance program content and activities will provide information about the present status of the existing program. Viewing the current program and its activities through the perspective of the four program components is the first step. What are the current objectives in each component and what are the methods used to carry out each objective? What are the resources used now? time? space? equipment and materials? staff assignment? use of teachers and other school staff members? use of community resource persons and agencies?

The second step is to identify resources that are not currently used but are needed in order to deliver the four program components. It is also necessary to become familiar with other school curricular content to determine those activities already in place which provide or reinforce learning activities of the guidance program components.

- ~ *Space*

What is the current space allocation for the guidance program? How does it compare to the items listed in the *Guidance Program Facilities and Space* section of this chapter? What is needed to carry out a comprehensive guidance and counseling program for this next year? for the next five years?

~ *Time Allocations*

Conduct a guidance personnel time and task analysis study. Refer to the *Time and Task Analysis* section in Chapter 4. This study will show approximately where the guidance staff, including secretarial staff, is currently placing its emphasis. Are there other areas of emphasis that would better meet the program component purposes? (See Chapter 2, pages 32-3, Time Distribution of Program Components.)

~ *Equipment and Materials*

Conduct a survey of guidance and other school equipment and materials that may be of use in the guidance and counseling program. As a part of this survey counselors and teachers should be given the opportunity to list any equipment and materials to be purchased for use in the guidance curriculum learning activities.

~ *Staff Expertise*

Identify the special skills of staff members (counselors, teachers, and administrators) that may be helpful in carrying out guidance program activities. This may be a place where differentiated assignments of counselors could best serve the program.

~ *Community Resources*

Identify community resource persons or agencies to fit each of the four program components. Some resources will fit into the *Guidance Curriculum* component, some will serve the *Responsive Services* component. Some will fit more than one component.

• *Staffing Patterns*

It is recommended that in smaller schools (one or two counselors) the school administrator assume the leadership role in the management of the comprehensive guidance and counseling program. In larger schools, it may be more efficient to appoint a head counselor, guidance department chairperson, or guidance director, to perform the leadership function under the management of the school administration. However, two factors must be kept in mind for any guidance program to be successful in meeting its objectives:

1. *Participatory management practices are recommended.* Such practices are based upon the premise that employees are more enthusiastic and produce efficiently when they have a role in solving problems and making decisions that they will carry out.
2. *Counselors assigned management activities require a lower counselor to student ratio.* When the guidance program management function is assigned to a counselor, the expectation is that the student case load of that counselor will be reduced to whatever level is appropriate for effective management, and that no other counselor will assume a case load that exceeds the State Board mandate.

Staffing of the guidance program includes sufficient secretarial support to enable the program to achieve its objectives. The State Board mandate calls for one guidance secretary for the first five hundred pupils and another full time secretary for every thousand pupils thereafter. As with counselors, secretarial time spent on school administration duties (example, registrar function duties) are generally outside of the guidance program.

- *Guidance Program Facilities and Space*

To carry out a comprehensive guidance and counseling program, it is recommended that a guidance resource center be established. It is further recommended that the guidance center be large enough to adequately house all the program's personnel, resources, and equipment. The center should be easily accessible to all students including those with handicaps. As a minimum the center should contain: a properly equipped, soundproof office for each counselor, adequate storage space, space for individual, small group or classroom size activities, and a well-organized and displayed collection of guidance resource materials and equipment. Printed, audio-visual, and video materials available for student and counselor use are additional resources that increase the effectiveness of the center and the comprehensive program.

- *Budget*

An adequate guidance and counseling program budget should be established. The budget will reflect all resource needs of the program if it is to achieve its objectives in each of the four program components.

The guidance program budget should be separate from the school's administrative budget. Only those items that are pertinent to the current guidance program should be included.

4 *Implementation*

Implementing The Guidance Program

How is a comprehensive program implemented in a school district ? The steps and issues include: getting organized, conducting a time and task analysis, involving teachers and administrators, conducting a needs assessment, establishing a master calendar, and making the transition. While the descriptions that follow focus on a secondary program, the framework provided and the steps and issues involved are similar for implementing an elementary guidance program.

Task 1 - Getting Organized

The challenge that counselors face is how to make the transition from the current program to that of a comprehensive program. Making this transition is complex and difficult because it means carrying out duties required by the current organizational plan while at the same time planning and trying out new concepts and activities derived from the new organizational plan. As the implementation process gets under way there are a number of points to keep in mind.

1. Understand the necessary conditions for change in your school district or building.
2. Expect resistance to making changes.
3. Appreciate the challenges involved.
4. Create a steering committee.

Once the decision to develop a comprehensive guidance and counseling model has been made, it is necessary to establish a steering committee. This committee will oversee the development and implementation processes. It is recommended that the committee be formed of: several school counselors, the principal, a school board member, two parents, a teacher, and the director of pupil personnel services. The committee will be responsible for planning *all* phases of the development and implementation processes. The Time Line for Phase I - Development follows at the end of this chapter. It depicts the steering

committee tasks for the first year of pilot school involvement. Committee members may become the chairpersons of work groups assigned to address particular activities. The other counselors in the guidance department would be involved as members of the work groups.

Work groups would be responsible for such activities as: conducting the Time and Task Analysis of the guidance department, developing a list of guidance and counseling activities at several schools, organizing and arranging visits to other regionally recognized guidance programs, recommending a realistic counselor: pupil case load, developing a guidance program philosophy and structure, conducting the needs assessment, maintaining an on-going evaluation process, etc.

Task 2 - Conducting a Time and Task Analysis

A time and task analysis is used to survey and analyze the distribution of counselors' time and the tasks counselors are performing. It is conducted at the beginning of the implementation process to provide base line data for the reallocation of the counselors' time and tasks.

The steps involved in conducting a time and task analysis are:

1. Select one day per week for the entire school year to keep track of your time and the tasks you perform. Use the same day every week or start with Monday the first week, Tuesday the second week, and so on (for sample form, see end of chapter).
2. Use the Time and Task Analysis Log to keep track of the time you spend in various activities (15 minute intervals). For the days chosen, keep track of the time you spend by the category on the form provided. You will note that the form has time blocks for any morning or evening activities you may be conducting.
3. Look at the Time and Task Analysis Log and determine the category into which the activities can be placed. To identify each activity at a later time (see Task 8, p.50), write a word or short description in the appropriate category for each 15 minute interval.
4. Count the total number of 15 minute daily blocks of time for each school day that is being logged. Be sure to count time spent on guidance activities that occur outside of the "regular" school day.

Next count the number of 15 minute block intervals for each category. Record those figures in the appropriate blanks at the bottom of the Log. Then calculate your percentages for the day in each category by dividing the total daily category blocks of time by your total daily blocks of time.

5. On the Time and Task Analysis Summary sheet record the number of 15 minute blocks of time for each of the 36 weeks of the school year (for sample form, see end of chapter).
6. At the end of the Time and Task Analysis Summary sheet, total the blocks of time by category. Then calculate the percentages of time spent in each category. Do this by dividing each total category block by the grand total number of blocks.

Task 3 - *Involving Administrators*

It is the responsibility of the administrator to be informed about the State Approval Standards for comprehensive guidance programs and to help develop and approve actions designed to implement the proposed guidance program. The administrator should make sure adequate time is provided for the counselors to inform school staff, parents and other key patrons about the comprehensive guidance and counseling program and how it will be implemented.

The following kinds of administrative support are needed:

1. Commitment to staff - the administrator should provide written and verbal support of the guidance program to the building level staff.
2. Time - the administrator should provide counselors time to implement the guidance program. This may entail the deleting of non-guidance administrative duties and paperwork that has been assigned to the counselor previously.
3. Facilities - the administrator should make available appropriate facilities to implement the guidance program, keeping in mind that individual and group counseling, guidance curriculum and other activities are involved.

4. Budget - the administrator should provide an adequate budget that allows for the purchase of resources to implement the guidance program.
5. Program evaluation - it is the responsibility of the administrator to routinely evaluate whether the proposed local guidance program is being implemented as written. This may entail a review of the guidance curriculum, individual planning, the responsive services provided and the activities designed to manage the guidance program.
6. Performance based evaluation - it is the responsibility of the administration to routinely evaluate each counselor on the counselor's performance according to the requirements of the written plan. (See Chapter 5, pp.56-66 for a sample evaluation).

Task 4 - *Involving Teachers*

It is important that all staff be informed about the guidance program at the beginning of the school year. A minimum of one staff meeting per year should be conducted to explain the guidance and counseling program. Teacher involvement can be at many levels. Teachers should be able to see how they fit into the overall program and they should be given the opportunity to volunteer for active involvement in its planning and implementation.

Planning - The counselor and the teacher should have the opportunity to plan curriculum units and decide when they will be presented on the Master Calendar. When practical, curriculum units need to be presented in those subjects most closely related to the guidance curriculum unit. Numbers of students served in a particular subject area should be a consideration.

Implementation - Details of the actual implementation shall be determined by the counselor and teacher(s) involved. Whenever possible the teacher should be part of the presentation and evaluation.

Examples of Ways to Get and Keep Teacher Involvement:

1. Present the competencies to be addressed and describe how these could relate to the teacher's subject matter area.

2. Are there stated teacher needs which the counselor and teacher could develop units around?
3. "I have a unit available on _____. When would be a good time to present this within your calendar?"
4. "It is recommended that counselors do _____ units. When could we do this within your calendar?"
5. Be visible and involved with the total staff.
6. Provide incentives to teachers.
7. Provide recognition for "things well done" to teachers.
8. Recognize cooperation from teachers.
9. Schedule activities well in advance and publish a calendar and/or newsletter.
10. Be flexible and sensitive to teacher needs.
11. Be a sales person - you have to sell your own program.

Task 5 - Conducting a Needs Assessment and Using the Results

A needs assessment is part of the larger processes of decision-making and program planning. It should not be seen as an activity that is independent of program planning or as complete in itself. The needs assessment identifies perceived or expressed needs of the school district or its subpopulations. It aims at determining what currently exists and what is acceptable.

The needs assessment serves many worthwhile purposes. It is a key factor in program development and program evaluation. Thus it contributes to program and staff accountability. It is an important public relations tool. It sets the direction for the professional development of staff members. It provides major channels of communication between school and community and among school staff members. It also serves as a basis for allocation of resources.

Through a needs assessment, counselors involved in program development are able to identify the program categories and student competencies which the students feel are important. A needs assessment is one basis for the selection of student competencies and the guidance learning activities that are used to help students acquire these competencies.

A complete needs assessment should be administered the first year the program is implemented and ideally every third year thereafter. Because these surveys are relatively brief and easy to administer it is strongly recommended that they be given to 100% of the student, parent, and school staff populations in small to moderate sized schools (up to 500 students). In larger schools (above 500 students) a 50% random sampling of both students and parents is desirable.

The interpretation of the data form one basis for selecting student competencies to be addressed by the guidance program. It is important that the data be interpreted carefully.

Steps in Conducting a Needs Assessment

1. Organize a steering committee.
 - a. See pp. 41 and 42 for discussion of establishment of a steering committee.
 - b. Establish working task groups.
 - c. Provide ways for two way communications between the steering committee and parents, teachers, school board, etc.
 - d. Establish general areas of student needs to assess, for example, personal/social, educational and career development.
2. Review available data from school records and community agencies.
 - a. Get a comprehensive demographic picture of the school district's needs and problem areas.
 - b. Identify the community's expectations for the school population in each competency area of assessment.
 - c. Collect information about the guidance program. How does it match community expectations?
 - d. Summarize the information. How do program objectives match with community expectations?
3. Identify goals to be assessed and target groups to be surveyed.

- a. Identify those developmental areas and elements that need further consideration to determine the match between student competency attainment and community expectations.
 - b. Organize the community expectations into a set of higher and lower priorities.
 - c. Limit the number of competency areas to be surveyed. Focus on competencies that have been derived from higher priority expectations of the community or the higher priority that require more data for decision making.
4. Develop instrument and determine methodology for survey.
 - a. Survey is recommended. (See sample Needs Assessment Surveys in Appendix D.)
 - b. Write items to give a clear idea of harmony or discrepancy between student competency attainment and community expectations.
 - c. Modify wording of items for each population but where possible use similar wording.
 - d. Pay attention to the sampling method used. Ability to generalize from sample to population is essential.
 - e. Don't sacrifice ability to follow up on non-respondents for anonymity.
 5. If necessary, follow up with non-respondents to effect an adequate response.
 - a. Individual phone and written reminders to each non-respondent are most realistic procedures.
 - b. Impersonal reminders placed in newspapers or at key locations around the community and leaflets distributed at gatherings of targeted populations are also helpful.

Using the Results

1. Determine procedures for analyzing and interpreting needs assessment results.
 - a. Identify issues and concerns of each target population.
 - b. Identify areas of harmony and of discrepancy with expected student competency attainment across populations.
 - c. Perform comparative analyses to show the degree to which student competency attainment is seen as being in harmony or discrepancy with the expectations of the community and school populations as measured in your original needs

assessment (See sample pre and post *Student Outcome Evaluation* on p. 68.)

2. Translate needs assessment data into development of a set of 25 to 30 student competency statements. This set of 25 to 30 competency statements will serve to provide the student outcomes that become the goals of the comprehensive guidance and counseling program. Additionally, in the next phase, these competency statements will serve as the pre and post tests for determining how well students have attained the various competencies. These competencies will be addressed by the total school program.
 - a. In teaching the competencies within the three program components, identify strategies that lead readily to measurable quantified student outcomes. A competency may be addressed in more than one program component.
3. Identify areas of the school's curriculum where you can assign instruction in the student competencies established in Step 2 of this section.
 - a. Identify student competencies that are not already covered adequately in the school's curriculum. Either assign them to more than one curriculum area, or develop plans to follow through in small group or individual planning activities to insure adequate instruction.
4. Translate needs assessment data into program objectives. You will have begun this process as you designed your student survey.
 - a. The steering committee has the key role. Let it take control to avoid charges of rubber stamping.
 - b. Solicit key persons or representatives of key groups to help in the curriculum construction and implementation. Staff can best serve as facilitators and technical writers.
 - c. Write program goals, measurable student competencies, and learning activities.
5. Publicize results of needs assessment.
 - a. Show community involvement and seek community support.
 - b. Initiate a new public information effort.

See Chapter 5 for evaluation of student competencies, of program objectives, and of learning activities and strategies.

An Informal Needs Assessment Method

The preceding description is one of a "formal" needs assessment procedure. It is recognized that some schools may not be able or willing to do a "formal" needs assessment and wish to do an informal needs assessment. Other schools, having done a formal assessment, may need to validate their conclusions by checking them out with persons "who should know." Many factors do contribute, even significantly, to decisions about selection of guidance and counseling program objectives, curriculum elements, and student competencies. Careful reflection on thoughts and suggestions from counselors, teachers and administrators, and advisory council members can be valid and helpful. Consideration of available resources, current related programs, school and district priorities, and even "gut level" feelings can help in selecting the appropriate guidance curriculum competencies.

Task 6 - Establishing a Master Calendar

A master calendar enables the counselor to plan resources and guidance material needed to meet program goals and provide a time frame for scheduling resources and equipment. The goal of the calendar is to help provide a means by which the counselor can take control of the program.

It is an organized, systematic approach for the implementation and delivery of the comprehensive guidance program. It enables the counselor to organize time to meet student needs and to communicate information concerning the objectives of the guidance program to students, staff and others. The Master Calendar integrates the guidance program with total school activities. It encourages total staff involvement and provides evidence of a systematic plan of action in implementing the guidance program. Start the preparation of the Master Calendar with the Guidance Curriculum component by filling in the "knowns" first and then filling in the empty spaces as planning continues and additional activities become known.

1. List the major guidance activities month by month on the Master Calendar under each of the following components:
 - a. Guidance Curriculum
 - b. Responsive Services
 - c. Individual Planning
 - d. System Support

2. Schedule and confirm specific dates for guidance activities and list on the monthly calendar.
3. Schedule and log activities on a daily calendar. Allow time each day for activities in all four program components.
4. Make sure the monthly calendars and daily logs are visible to staff members and students.

Task 7- Eliminating Non-Guidance Functions

An earlier section of this handbook contains material regarding the activities which engage a great percentage of New Hampshire counselors' time. As outlined, this information was collected through: on-site visits to the guidance departments of twenty-one vocational centers and sub-centers, visits to fifteen other high school guidance departments, and additional reports submitted by guidance personnel from thirteen other "sending" schools. From the list of conclusions which resulted from this review process (see Chapter 1, p. 2), number 2 has specific importance in any discussion of *Eliminating Non-Guidance Activities*.

The Time and Task Analysis helps each school to identify the specific non-guidance activities which counselors perform. The next step requires a development of a time table for implementing the proposed program and removing non-guidance activities from the guidance department. Administrative support is essential if this extremely important part of the total process is to be accomplished. It is also important to recognize the need to generate support from a broader base, the School Board, school personnel and the Advisory Council.

Task 8 - Making the Transition

As you begin to redirect your program efforts, it will require the implementation of new ideas and concepts. For some, the transition will be relatively easy, while for others it will be more difficult. What follows are some points to consider in making this transition to a comprehensive program based on the proposed model. Each point has been suggested by persons who have adopted the proposed model.

1. The change from the present guidance structure to the proposed guidance program structure requires careful planning. It involves a number of steps.
 - a. Compare your present time and task analysis data to the proposed program time allocations. Note the discrepancy between the two and analyze which components are being adequately covered, those that are underserved and those that are being oversubscribed. Within each component isolate those activities causing the discrepancy.
 - b. Note those non-guidance administrative activities you are providing and the time they consume.
 - c. Plan activities to bolster underserved components and reduce activities in oversubscribed components following the suggested time allocations for each component.
 - d. Propose methods for removing non-guidance activities from the present program so that counselors' time can be used in the new proposed program model.
 - e. Develop a time table for implementation of the proposed program and removal of non-guidance activities.
2. The formal and informal needs assessment process should be completed and student competencies identified based on local needs. Before proceeding, it is important to point out that each of the assessed need categories is important. However, most counselors will not want to use more than four to five categories and several competencies per category.
3. Another step in the implementation process is the task of clarifying which student competencies will be addressed in which program components. The counselor may decide to develop a curriculum unit around a particular competency. On the other hand, a competency may be attained by a student through a planning session with a counselor. Or the counselor may feel that a competency can best be addressed by setting up counseling groups for students with particular concerns. The way in which a competency is delivered is up to the local counseling staff.

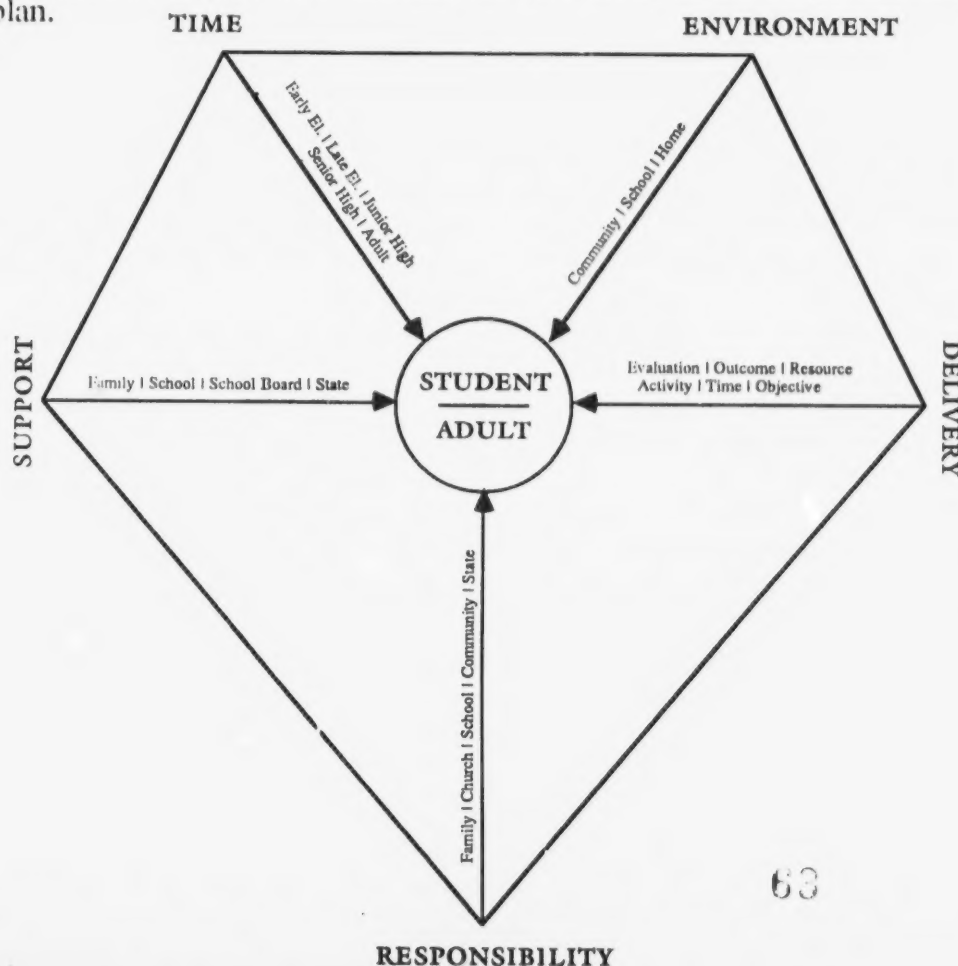
4. After deciding how each competency can best be addressed, search for places in the school curriculum and in the comprehensive guidance program (guidance curriculum, responsive services, individual planning) where they may be infused.
5. Begin placing those tentative infusion activities on a Guidance Program Master Calendar. Your program should be distributed across the whole calendar year and should be addressed through the four components of the guidance program.
6. Using the outlines and formats provided for each of the four components, begin to write the guidance learning activities that you feel will best address the identified competencies. The guidance learning activity should be detailed enough to allow you to effectively use it from year to year.
7. Guidance learning activities which you propose to implement through classrooms should be carefully coordinated with the teachers involved and the school calendar to avoid possible conflicts.
8. When you conclude that a guidance learning activity can best be addressed within a department, it is essential to work closely with the teacher(s) involved. Occasionally you will know in advance that a particular teacher is less than enthusiastic about relinquishing class time. In your initial program planning go to the teachers with whom you have a good working relationship. Seek these people out well in advance. One to two months advance notice is most desirable. A few days or even one to two weeks may indicate poor planning on the part of the counselor. The teacher should have a detailed explanation as to the purpose of the lesson, how long it will take, and what will be done. If possible, show the teacher the written learning activity. Include in the activity the method for evaluation. This may help to demonstrate the importance of the activity. It is also important to stress the importance of the teacher's involvement in the activity. Stress that, although the counselor will take the leadership role, a significant contribution can be made by the teacher. With the teacher, decide on an appropriate distribution of responsibilities.

Scope and Sequence of the Competencies

After defining the student competencies phase of program planning, it is necessary to devise a plan describing the scope and sequence of the competencies. This scope and sequence of the competencies plan will provide assistance to the entire school staff as they accept their roles in implementing the student competencies. The scope and sequence of competencies will outline each of the ten competency areas in regard to:

1. Who is responsible for delivery?
2. In what environment does that particular competency express itself most frequently?
3. At what level(s) (K-adult) will the development of the competency be addressed?
4. How will the competency be delivered?
5. Who can provide support in the delivery process?

The following graphic illustrates the five areas of the scope and sequence plan.

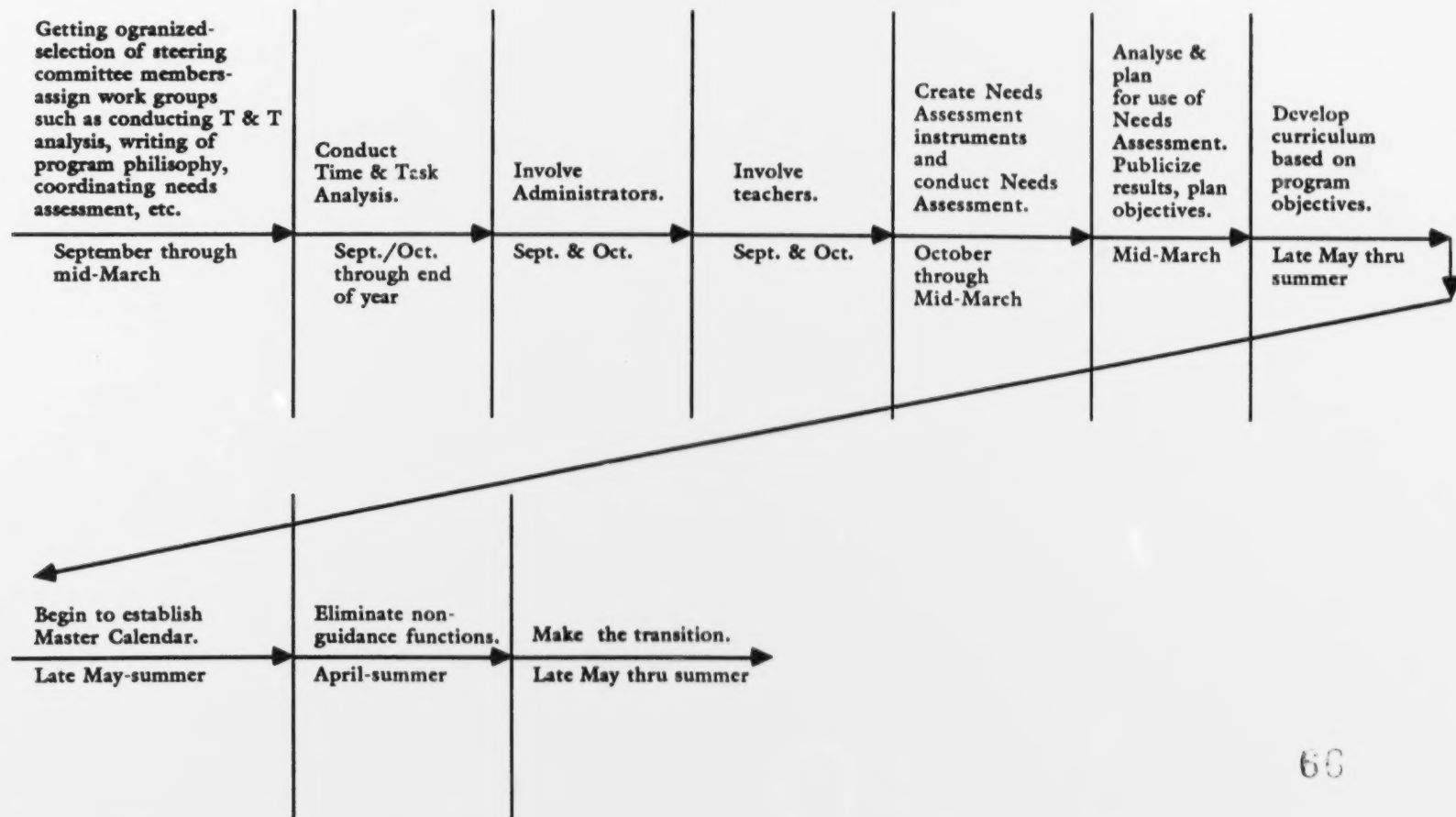


A suggested format for planning the Scope and Sequence of Competencies is presented at the end of this chapter. *Each* of the five scope and sequence areas - Responsibility, Environment, Time, Delivery, and Support - should be charted. Sample planning charts for *Delivery* and *Time* are presented following the *Scope and Sequence Format* chart at the end of this chapter.

In addition to its role in the planning phase of the program, the scope and sequence plan helps to maintain the day to day functioning of the program because of the specificity of its five elements. It allows program participants to identify, at any given time, exactly where the program stands in attaining its student outcomes goal. The plan provides information during the evaluation phase as well. During the revision and redesign phase following the evaluation, it is possible to identify specific areas of correction by viewing each of the five elements of the scope and sequence plan.

Time Line - Phase I: Development

Steering Committee Tasks for First Year Of Pilot School Involvement In NHCG&CP



Time and Task Analysis Log

Categories	Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance Administrative
Examples of Activities	Classroom Activities, Group Activities	Individual Advisement, Individual Assessment, Placement, Vocational/Occupational Exploration, Four Year Plan, Development	Consultation, Personal Counseling, Small Groups, Individual Counseling, Crises Counseling, Referral	Research, Staff/Community Development, Curriculum Development, Professional Development, Committee/Advisory Boards, Community Involvement/PR, Program Management/Operation	Bus Duty, Lunch-room Duty, Playground Duty, Balancing Class Sizes, Building Master Schedule, Substitute Teaching, Figuring Class Rank, Lunch Break
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
9:00 - 9:15					

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1:00 - 1:15					
1:15 - 1:30					
1:30 - 1:45					
1:45 - 2:00					

<u>2:00 - 2:15</u>				
<u>2:15 - 2:30</u>				
<u>2:30 - 2:45</u>				
<u>2:45 - 3:00</u>				
<u>3:00 - 3:15</u>				
<u>3:15 - 3:30</u>				
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<u>6:45 - 7:00</u>				
<u>7:00 - 7:15</u>				

7:15 - 7:30				
7:30 - 7:45				
7:45 - 8:00				
8:00 - 8:15				
8:15 - 8:30				
8:30 - 8:45				
8:45 - 9:00				

Daily Blocks:

Grand Total (Daily Blocks):

Daily Percentage:

Grand Total (Daily Percentage):

Time and Task Analysis Summary Sheet

	Curriculum	Individual Planning	Responsive Services	System Support	Non Guidance Administrative Activities
	# of 15 Min. Blocks	# of 15 Min. Blocks	# of 15 Min. Blocks	# of 15 Min. Blocks	# of 15 Min. Blocks
Week #					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					

TOTALS _____

GRAND TOTAL _____

PERCENT _____

GRAND TOTAL _____

////// SCOPE ////

////////////////////////////////////

SEQUENCE

////////////////////////////////////

Time K → 17	Early Ed	Late Ed	Junior High School	Senior High School	Adult	
Environment Home → Community	Home	School	Community			
Delivery Goal → Evaluation	Objective	Topic	Activity	Resources	Outcome	Evaluation
Responsibility Family → Community	Family	Church	School	Community	State	
Support Family → State	Family	School	School Board	Community	State	

//////////////////// DELIVERY //////////////////////

Competencies	Objective	Time	Activities	Resources	Outcome	Evaluation
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

TIME

Junior High

Senior High

Adult

1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

5

Program Evaluation

This chapter will examine ways of evaluating the guidance and counseling model program that you will be infusing into your school (*program evaluation*). It will also look at various ways of measuring student outcomes that are a result of implementation of such a program (*student outcome evaluation*). In addition, an evaluation that gives feedback on the daily events of the model program will be presented (*program activities review*).

Program Evaluation

The program evaluation is based on whether the goals you have set for implementation of your guidance and counseling program are being met. It includes an examination of the four program components (Guidance Curriculum, Responsive Services, Individual Planning, and System Support) to determine if each of these areas are being sufficiently serviced at the percentages that you have set for your school. It also involves:

1. An examination of structural components (Advisory Council, Staffing Patterns, Budgets, etc.)
2. The degree of planning activities built in the guidance and counseling program.
3. The personal and professional growth and qualities of the counselors.

The following pages contain sets of evaluation criteria for the areas indicated. The criteria listed are offered as suggestions. Each school is free to select or construct those criteria felt to be important for that site.

For the sake of brevity the word "counselor" has been used at the beginning of each program evaluation criterion statement. The comprehensive guidance and counseling program requires the collaboration of all school staff members. While the counselor may have the primary responsibility in the areas described below, it should be remembered that other school staff members and perhaps even community members and parents have a responsibility to contribute to the effective operation of a comprehensive guidance and counseling program.

Program Evaluation

<u>Area and Criteria</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
I. PLANNING			
A. The counselor maintains a schedule of comprehensive guidance and counseling activities.	_____	_____	_____
B. The counselor establishes goals for the year, develops plans to work on goals, and assesses progress at end of year.	_____	_____	_____
C. The counselor validates the value and use of guidance and counseling activities through intermittent feedback from students, teachers and parents.	_____	_____	_____
D. The counselor's workload centers around a Master Calendar of guidance activities that is built with a high degree of involvement of administrators and teachers.	_____	_____	_____
Other:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL NUMBER OF CHECK MARKS
EXPRESSED IN %

____ ✓'s ____ % ____ ✓'s ____ % ____ ✓'s ____ %

Suggestions to improve this area:

Timeline

_____	_____
_____	_____
_____	_____
_____	_____

Program Evaluation

<u>Area and Criteria</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
II. GUIDANCE CURRICULUM			
A. The counselor spends the predetermined amount of time on the Guidance Curriculum component.	_____	_____	_____
B. The counselor maintains a schedule of classroom presentations/activities.	_____	_____	_____
C. The counselor has outlines of structured group experiences used in classroom activities with the theme and purpose identified.	_____	_____	_____
D. The counselor is aware of and helps develop or incorporate personal/social and career curricula within the school curriculum.	_____	_____	_____
E. The counselor provides guidance curriculum activities to all students.	_____	_____	_____
F. The counselor conducts groups outside the classroom to respond to students identified interests and needs.	_____	_____	_____
Other:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL NUMBER OF CHECK MARKS
EXPRESSED IN %

____ ✓'s ____% ____ ✓'s ____% ____ ✓'s ____%

Suggestions to improve this area:

Timeline

_____	_____
_____	_____
_____	_____
_____	_____

Program Evaluation

<u>Area and Criteria</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
III. RESPONSIVE SERVICES			
A. The counselor spends the predetermined amount of time on Responsive Services.	_____	_____	_____
B. The counselor maintains a schedule of individual and group counseling appointments.	_____	_____	_____
C. The counselor has established and disseminated to teachers and parents specific procedures for identification and referral of students for counseling.	_____	_____	_____
D. The counselor maintains a current list of referral sources.	_____	_____	_____
E. The counselor follows up on each student referred.	_____	_____	_____
F. The counselor plans for realistically rearranging his/her schedule to deal with any crisis-counseling that may be needed.	_____	_____	_____
G. The counselor develops methods for consulting with teachers with a minimum of interruption in work schedules.	_____	_____	_____

<u>Program Evaluation</u>			
<u>Area and Criteria</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
III. RESPONSIVE SERVICES (Cont'd)			
H. The counselor has a way of identifying and providing counseling to students who demonstrate a need for it through: excessive conflicts with family, authorities, friends, failing grades, poor school or classroom adjustment (overly aggressive - extreme shyness)	_____	_____	_____
I. The counselor evaluates the degree to which his/her time in the area of responsive services matches that which best meets the assessed needs of the total student population.	_____	_____	_____
J. The counselor maintains a list of community referral agencies or persons and uses them as part of the comprehensive guidance and counseling program resources.	_____	_____	_____
Other:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL NUMBER OF CHECK MARKS
EXPRESSED IN %

____ ✓'s ____% ____ ✓'s ____% ____ ✓'s ____%

Suggestions to improve this area:

Timeline

_____	_____
_____	_____
_____	_____
_____	_____

Program Evaluation

<u>Area and Criteria</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
IV. INDIVIDUAL PLANNING			
A. The counselor spends the pre-determined amount of time on the Individual Planning component.	_____	_____	_____
B. The counselor provides individual planning to all students.	_____	_____	_____
C. In Individual Planning, the counselor reinforces the learnings that students have achieved in classroom and group involvement.	_____	_____	_____
D. The counselor assists each student in learning and using the decision-making process as a part of long range planning and the making of choices on a daily basis.	_____	_____	_____
E. The counselor assists students to assess and interpret their abilities, interests, skills and achievements.	_____	_____	_____
F. The counselor assists students to select coursework and other curricular activities that lead to realization of their personal, educational and career plans.	_____	_____	_____
G. The counselor assists students in their decision-making that accompanies transitions from one educational program to another, or from one school to another, or from school to work.	_____	_____	_____

Program Evaluation

<u>Area and Criteria</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
--------------------------	---	--	------------------------------------

IV. INDIVIDUAL PLANNING (Cont'd)

- H. The counselor assists students in securing information to explore career and life role possibilities, to plan personal, educational and career goals, and to revise such plans as fits their current stages of development.

Other:

TOTAL NUMBER OF CHECK MARKS
EXPRESSED IN %

____ ✓'s ____ % ____ ✓'s ____ % ____ ✓'s ____ %

Suggestions to improve this area:

Timeline

V. SYSTEM SUPPORT

- A. The counselor spends the pre-determined amount of time on the System Support component.

- B. The counselor maintains a well organized and functional guidance information center.

- C. The counselor submits and maintains a guidance program budget that is separate from the school's for administration.

<u>Area and Criteria</u>	<u>Program Evaluation</u>		
	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
V. SYSTEM SUPPORT (Cont'd)			
D. The counselor meets periodically with the administration to monitor or evaluate the effectiveness of the comprehensive guidance program.	_____	_____	_____
E. The counselor helps provide orientation to students and inservice programs for teachers.	_____	_____	_____
F. The counselor's assistance in the performance of non-guidance functions does not detract from the guidance and counseling program (e.g., registration of students, administration of standardized tests, keeping of school records, etc.).	_____	_____	_____
G. The counselor conducts a planned program of public relations for staff, parents and community.	_____	_____	_____
H. The counselor has an active Advisory Council that holds periodic meetings and makes recommendations at the planning and evaluation stages of the program.	_____	_____	_____
I. The counselor uses counselors, teachers and others in a way that allows them to utilize their special skills.	_____	_____	_____
J. The counselor engages in activities to become knowledgeable about and use community resources, employment opportunities and the local labor market.	_____	_____	_____

Program Evaluation

<u>Area and Criteria</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
V. SYSTEM SUPPORT (Cont'd)			
Other:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL NUMBER OF CHECK MARKS
EXPRESSED IN %

____ ✓'s ____ % ____ ✓'s ____ % ____ ✓'s ____ %

Suggestions to improve this area:

Timeline

_____	_____
_____	_____
_____	_____
_____	_____

VI. PERSONAL QUALITIES

- A. The counselor is dependable and punctual or makes appropriate arrangements if unavoidably detained.
- B. The counselor has positive interactions and shows initiative and competence with staff.
- C. The counselor communicates effectively with students and parents.
- D. The counselor displays high self-esteem, emotional maturity and respect when dealing with others.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Program Evaluation

<u>Area and Criteria</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
VI. PERSONAL QUALITIES (Cont'd)			
E. The counselor displays enthusiasm and a positive mental attitude.	_____	_____	_____
F. The counselor's behavior leads one to believe that he/she genuinely likes students and develops mutual responsiveness with students.	_____	_____	_____
G. The counselor is neither unrealistically submissive to requests of others nor aggressively manipulative of others.	_____	_____	_____
Other:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL NUMBER OF CHECK MARKS
EXPRESSED IN %

____ ✓'s ____ % ____ ✓'s ____ % ____ ✓'s ____ %

Suggestions to improve this area:

Timeline

_____	_____
_____	_____
_____	_____
_____	_____

VII. PROFESSIONAL QUALITIES AND GROWTH

- A. The counselor displays regular attendance at staff and other district meetings and attends appropriate workshops and conferences.

<u>Program Evaluation</u>			
<u>Area and Criteria</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
VII. PROFESSIONAL QUALITIES AND GROWTH (Cont'd)			
B. The counselor implements the district guidance program goals and philosophy.	_____	_____	_____
C. The counselor displays current knowledge of the counseling profession and can communicate his/her own counseling philosophy.	_____	_____	_____
D. The counselor is a member of related professional organizations and attends professional meetings.	_____	_____	_____
E. The counselor serves willingly on appropriate staff committees, respects group decisions, and develops mutual responsiveness with other staff members.	_____	_____	_____
F. The counselor has a personal plan for professional development which may include workshops, college courses, inservice programs and other professional activities.	_____	_____	_____
G. The counselor is seen as a resource person to teachers in their involvement in the guidance curriculum.	_____	_____	_____
Other:	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Program Evaluation

<u>Area and Criteria</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
--------------------------	---	--	------------------------------------

VII. PROFESSIONAL QUALITIES AND GROWTH (Cont'd)

TOTAL NUMBER OF CHECK MARKS
EXPRESSED IN %

____ ✓'s ____% ____ ✓'s ____% ____ ✓'s ____%

Suggestions to improve this area:

Timeline

Student Outcome Evaluation

Measurement of student outcomes reveals the effectiveness of the comprehensive guidance and counseling program in meeting the assessed needs of the student population. The determination of which student needs are to be met is based on the results of the needs assessment conducted prior to the development and writing of the guidance curriculum. These statements of student need, rewritten as student outcomes or competencies, and previously grouped into 5-10 major areas to form the essential outline of a guidance curriculum, now need to be written as an instrument for student assessment.

This instrument should be fairly brief and easy to fill out. In constructing the instrument, care should be taken to have a number of competency statements for each category. At least seven competency statements per category is suggested. The student should not be made aware of which category the statements fall under at the time the form is filled out. However, to aid in the analysis of the results, staff must know which category each competency statement falls under. While giving it to a random sample of students would meet the requirements for a valid curriculum evaluation process, it is recommended that the instrument be given to the *entire* student body hopefully every year, but at least once every two years. Remember, a comprehensive guidance and counseling program is for *all* students. All students have the right to expect that the guidance curriculum will have some effect in their lives, and thus a right to the information generated by such a student assessment of competencies instrument.

Example: Taking one area of student competencies, "self-understanding" (See Appendix A, p. 82.), a series of questions for student response and a possible format for the instrument might look like:

Sample: Student Outcome Evaluation

Directions: For each statement below, check the column whose heading best describes how much you can do what the statement says.

	<u>I Cannot Do It</u>	<u>I Can To A Small Degree</u>	<u>I Can To A Greater Degree</u>	<u>I Can To A Very Great Degree</u>
1. I can describe the things I like about myself.	_____	_____	_____	_____
2. I can describe the things about myself I want to change.	_____	_____	_____	_____
3. I can explain the things I must do to improve my school performance.	_____	_____	_____	_____
4. I can describe the academic expectations my friends have of me.	_____	_____	_____	_____

Similarly, questions could be developed for the items in each of the ten competency areas as well as from the higher and lower priority statements of community expectations (see 3.B of *Steps in Conducting A Needs Assessment* on p. 47). This approach will provide subjective responses from students about those areas in which they felt some personal growth had occurred. Additional information about individual students could be obtained from parents or teachers, using a similar instrument and asking parents or teachers to rate the students. After gathering the data, it would be relatively simple to compare the results of the three groups to determine which competencies need to be given more attention.

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Sample: Student Outcome Evaluation

Directions: For each statement below, check the column whose heading best describes how much you can do what the statement says.

	<u>I Cannot Do It</u>	<u>I Can To A Small Degree</u>	<u>I Can To A Greater Degree</u>	<u>I Can To A Very Great Degree</u>
1. I can describe the things I like about myself.	_____	_____	_____	_____
2. I can describe the things about myself I want to change.	_____	_____	_____	_____
3. I can explain the things I must do to improve my school performance.	_____	_____	_____	_____
4. I can describe the academic expectations my friends have of me.	_____	_____	_____	_____

Similarly, questions could be developed for the items in each of the ten competency areas as well as from the higher and lower priority statements of community expectations (see 3.B of *Steps in Conducting A Needs Assessment* on p. 47). This approach will provide subjective responses from students about those areas in which they felt some personal growth had occurred. Additional information about individual students could be obtained from parents or teachers, using a similar instrument and asking parents or teachers to rate the students. After gathering the data, it would be relatively simple to compare the results of the three groups to determine which competencies need to be given more attention.

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Sample: Student Outcome Evaluation

Directions: For each statement below, check the column whose heading best describes how much you can do what the statement says.

	<u>I Cannot Do It</u>	<u>I Can To A Small Degree</u>	<u>I Can To A Greater Degree</u>	<u>I Can To A Very Great Degree</u>
1. I can describe the things I like about myself.	_____	_____	_____	_____
2. I can describe the things about myself I want to change.	_____	_____	_____	_____
3. I can explain the things I must do to improve my school performance.	_____	_____	_____	_____
4. I can describe the academic expectations my friends have of me.	_____	_____	_____	_____

Similarly, questions could be developed for the items in each of the ten competency areas as well as from the higher and lower priority statements of community expectations (see 3.B of *Steps in Conducting A Needs Assessment* on p. 47). This approach will provide subjective responses from students about those areas in which they felt some personal growth had occurred. Additional information about individual students could be obtained from parents or teachers, using a similar instrument and asking parents or teachers to rate the students. After gathering the data, it would be relatively simple to compare the results of the three groups to determine which competencies need to be given more attention.

Program Activities Review

A good program evaluation is a process rather than an event which occurs only once or twice. While accountability to others is an important aspect of evaluation, its primary purpose should be the improvement of the guidance and counseling program. The sample forms which follow were developed to further this process of on-going and specific evaluation/feedback from the actual program participants, i.e., the students.

Activity Feedback Form

This form has been designed to serve as a feedback instrument for:

1. Classroom activities done by counselor and/or teacher;
2. Groups (one time only meeting or discussion, and on-going groups);
3. Special workshops or programs (such as class or individual activity, i.e., job shadowing with a person in a particular business or industry, attending a career fair, special seminar on interpersonal communications, visit to a college, etc.).

The activities and programs developed to meet the overall objectives of the comprehensive guidance and counseling program include *both* those activities that are actually conducted by comprehensive guidance and counseling program staff *and* those arranged for (but not necessarily actually conducted by) the staff.

Activity Feedback Form

This box to be filled out by your teacher or counselor.

_____ Component _____ Group Size
 _____ Activity Title _____ Individual

Leader's Name _____ Your Grade Level _____ Sex _____

1. The things I liked best about the activity were: (Check "✓" any or all appropriate responses)

- _____ I enjoyed taking part in the activity.
- _____ The leader explained the purpose of the activity.
- _____ The leader explained things clearly.
- _____ The leader listened to my questions and concerns.
- _____ There was an appropriate amount of time for discussion.
- _____ I found the information helpful.
- _____ I found the teaching aids helped me to understand the activity (i.e., film strips, film, charts, audio/video, etc.)

2. I learned some ways to increase my abilities in this area. _____ Yes _____ No

Comments: (please explain) _____

3. My goal for this activity was _____

I reached this goal. _____ Yes _____ No

4. I would like to learn more about _____

5. I would recommend this activity to another student. _____ Yes _____ No

6. I would rate this activity as: _____ Very Helpful _____ Of Little Value
 _____ Helpful _____ Of No Value

7. I learned the following information about myself _____

8. With this information I will now take responsibility to _____

(Please complete the sentence)

Individual Session Form

The *Individual Session Form* below provides process information for those counselors who would like a method for collecting information regarding the results from the student's viewpoint on individual planning and counseling sessions specifically.

<i>Individual Session Form</i>		
1.	My meeting was with _____	
2.	My purpose in coming to the meeting was _____ _____	
3.	I found the meeting to be:	☐ Very Helpful ☐ Somewhat Helpful ☐ Helpful ☐ Of Little Value
4.	I learned something that will help me in the future.	☐ Yes ☐ No
Comments: (optional) _____ _____ _____ _____		

Using the Results

Program Evaluation

The assumption has been made that each criterion statement contributes to the overall validity of its major category as that category insures some part of the goals of the comprehensive guidance and counseling program.

Schools are encouraged to substitute or add their own major categories or criterion statements.

The *program evaluation* form can be completed by staff members either individually or as a group. Totals for each of the categories should be obtained and converted to percentages in the spaces provided on the form. This will give a quick indication of which categories require additional review and development or refinement. Each school is encouraged to set a level of acceptable performance as indicated by a specific percentage for each of the seven major categories. When it is

determined that a particular category needs further development and refinements, the ratings for each criterion statement will indicate which specific work tasks need to be addressed. Comparing the evaluation forms completed by teachers with those completed by the counselors could provide rich material for any future program development and refinement discussions.

For program planning purposes, it is recommended that each school establish a ranking order of the seven categories. This would maximize the use of resources when they are limited.

Student Outcome Evaluation

The assumption has been made that each criterion statement contributes to the overall validity of its component area as that area insures some part of the goals of the comprehensive guidance and counseling program. It is important that those who administer the instrument create a master key which outlines all the competency areas of the program. Each question in the instrument would fall under one of these competency areas (See Appendix A.).

The *student outcome evaluation* form can be completed by students either twice (once at the beginning of the year as a pre-test and again at the end of the year as a post-test) or three times annually. Totals for each of the categories should be obtained and converted to percentages in the spaces provided on the form. This will give a quick indication of which *categories* require additional review and development or refinement. Each school is encouraged to set a level of acceptable student performance as indicated by a specific percentage for each of the major competency areas. When it is determined that a particular area needs further development and refinements, the ratings for each competency statement will indicate which *specific student competencies* need to be addressed by the program.

Activity Review and Individual Session Forms

Analysis of the *Activity Review and Individual Session* forms can be completed similarly to the two forms discussed above. However, there will probably be more information of a purely subjective nature that needs to be reviewed. The format of the forms lends itself to producing dichotomous results. In totalling the columns, it can be seen that "Yes" responses correspond to "Very Helpful" and "Helpful" thus providing one side of the dichotomy and "No," "Little Value," and "No Value" provide the other side of the dichotomy. If the greater proportion of responses are

talling on the "No" side of the dichotomy of the *Activity Feedback Form*, it would indicate that the activity was less effective than desired, at least for that person. If the majority of the responses of a group show the same results, it would indicate a need for a review and possible revision of the activity. The consistency of student response on individual items would show areas of strength or weakness for that activity.

Analyzing the forms grouped by program components can give useful information which can be compared to that obtained from the program evaluation review instruments.

The *Individual Session Form* is intended primarily to give feedback to the individual staff member on the effectiveness of his/her session with students.

Care should be taken not to use the results of those forms to compare one counselor with another. We suggest that completed *Individual Session Forms* be kept by the counselor or staff member responsible for the sessions and that results not be published or shared with others. We do suggest that the results of the *Activity Feedback Form* be shared and discussed with all program staff.

Additional Remarks

Another suggested use of these instruments and perhaps the only one that would be valid at this time is to provide information on *trends* within the program. Program evaluation categories as well as student competency categories and *program activity review* results can be compared within the same year and from one year to another or over a period of years.

Broadly Based Outcome Measures

There are a number of broad outcome measures that may be influenced by a competency based comprehensive guidance and counseling program. However, it will take years before such measures reflect changes that can be attributed to the increase in student competency as defined in the comprehensive guidance and counseling program.

The *Tenets and Beliefs* listed in Chapter 1 states that involvement of students in a comprehensive guidance and counseling program can help prevent dropouts, suicide and pregnancy, and increase self-esteem and reduce disruptive behaviors. The competency lists imply higher academic achievement and more realistic student plans.

While it may never be "proven" that positive changes can be directly related to the implementation of a curriculum based comprehensive guidance and counseling program, it can be agreed upon that such positive changes as those listed above may be related to an increase in the attainment of student competencies among the students. It may be inferred also that the implementation of the guidance and counseling program may well have been a motivating force.

Drop-out Rate - It would be relatively simple to compare percentages of student drop-outs from one year to another. Recognizing that other factors in the school and in society have their effects on the drop-out rate, as the guidance and counseling program becomes fully operational, you would see a slow reduction in drop-outs over time.

Job and College Placement Rate - It could also be a relatively simple task to do follow-up on students and to measure percentages of students who at a particular point in time are successfully employed or in college. Increase over time could be a result of a successful guidance and counseling program, though again, other factors might influence these results. Such on-going and long term evaluation can elicit effects and results which may take the passage of time to be made evident.

Academic Achievement - If a guidance and counseling program is functioning optimally this would hopefully result in increased academic achievement. This can be measured through comparisons of academic grades or standardized testing from year to year. Again, caution would say that other factors could also influence these results.

Other Areas - There are numerous other areas that can be measured to examine change in students over time. Greater satisfaction of students with courses and school programs, lower incidences of disruptive behavior and truancy, and an increase in self-esteem are such areas. These are limited only by our own creativity and the amount of time we have to research change.

Appendices

Appendix A

Statements of Student Competencies

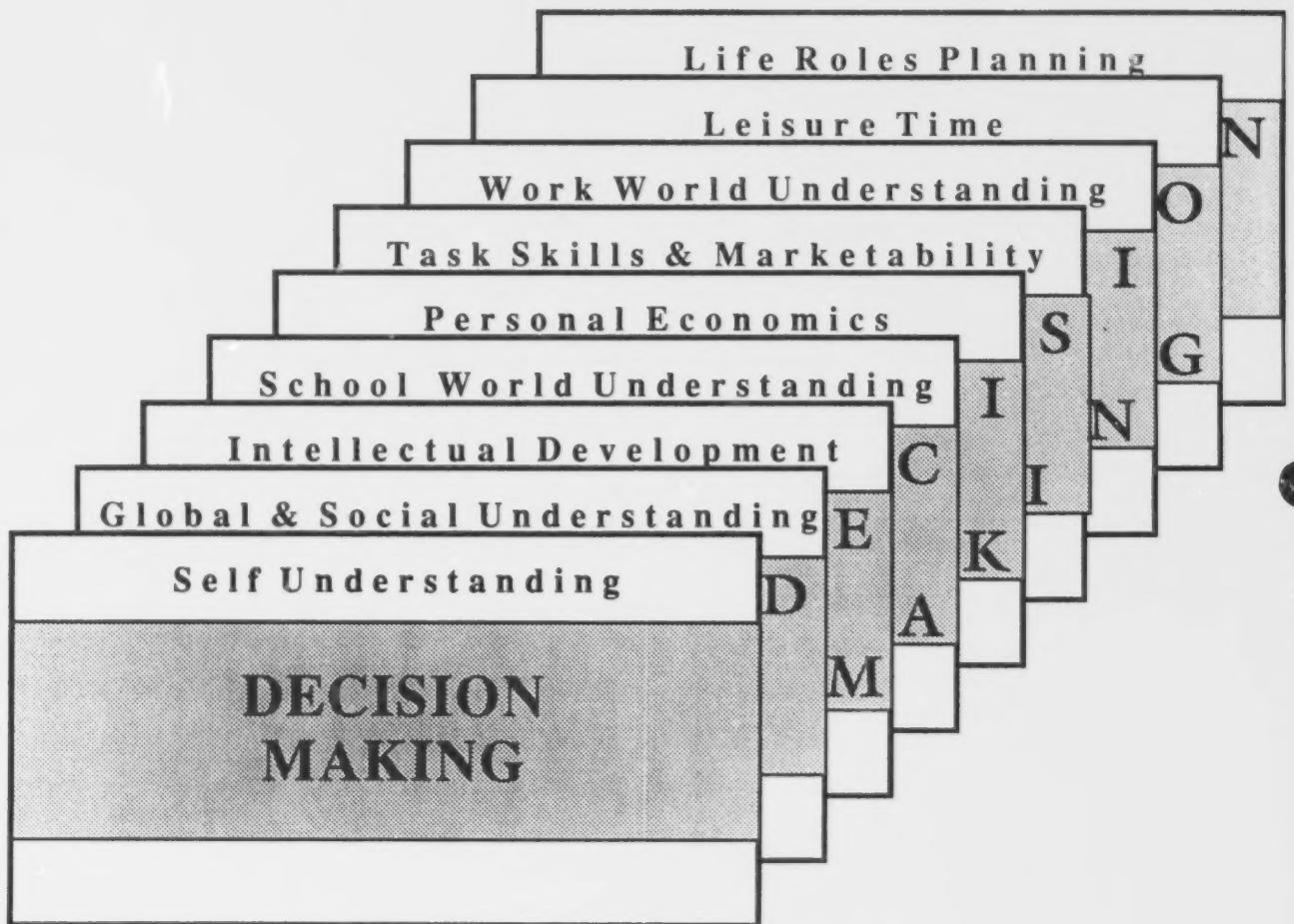


Figure A.1

Statements of Student Competencies

The following pages contain a selection of several hundred competency statements that are offered to assist schools in the development of their *Statements of Student Competencies*. They were developed with a purpose and are presented here in an arrangement that serves that purpose.

Because there is no visible written curriculum that centers on the relevancy of student experiences in school to a later and a more full life as an individual and a member of a broader society, the intention of these pages is to outline such a curriculum. The manner of presentation stresses the developmental nature of the person and the experiential nature of this curriculum. Responsibility for this curriculum falls on the total school community in collaboration with the outside world of the broader society.

Without such a visible written curriculum the school allows negative forces to take control of the education of large segments of the student population to the detriment of their participation in school life and in later years as responsible citizens.

Arrangement of Competency Statements - The ordering of the competency statements in the following pages is intended to show the priority of some life understanding and life experiences over others, a possible interrelationship that exists among all, and the integrating function of life and career roles.

Self Understanding begins earliest in life, grows throughout the entire life span and provides positive direction to growth and development. Self understanding is at times a goal and at times a means toward achieving competence in other areas. It is the most extensive competency area - the essential ingredient that makes us human. For this reason, self understanding is listed first.

Life Roles Planning forms the goals of human development. Once goals are determined all other areas work together to achieve these goals. Because goals change over the life span, all other life experiences and learnings must be integrated with the new or revised goals. For this reason life roles planning is listed last. This area contains the end products of the other areas.

Decision Making is the process whereby goals are formulated and life experiences are integrated to achieve them. Decision making cuts across all competency areas. After the first few years of life, mature growth occurs in an area only with decision making that is characterized by delay of gratification and responsibility for one's own actions. For this reason decision making is placed third in the arrangement. Growth must occur in self understanding and global and social understanding before an individual can make mature decisions. Thus these two areas were placed before decision making to highlight that process.

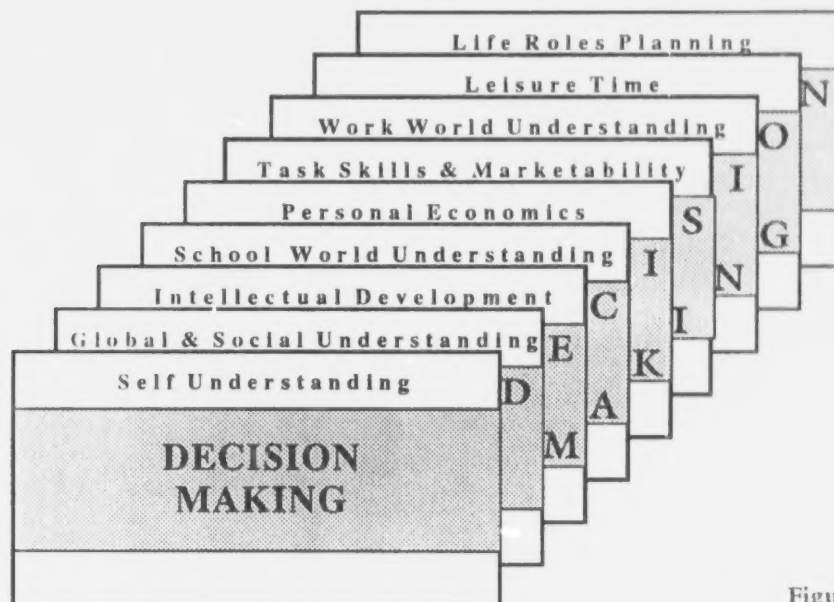


Figure A.1

Figure A.1 illustrates this arrangement of areas and attempts to show graphically the interrelationship between decision making and all other competency areas. Self understanding and life roles planning are shown in their relationships to the other areas as described above.

A Delivery System for Guidance Competencies - The collaborative effort of counselors, teachers, administrators and others in the school and in the broader community cannot be over stressed. This curriculum cannot be successful if left to any one person or any one department of the school. Counselors and teachers together can select goals and strategies to meet their responsibility for providing the desired instructional

activities. However, administrators must underwrite the endeavor with administrative support and resources, but primarily with commitment.

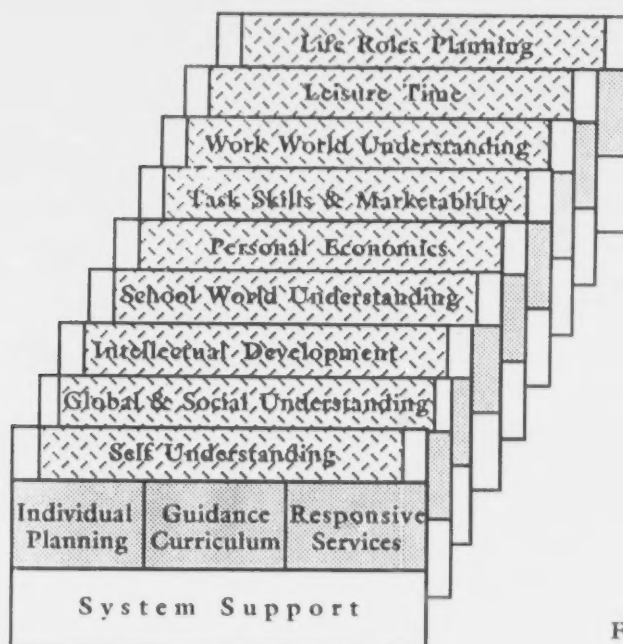


Figure A.2

Figure A.2 is intended to illustrate the extent to which the guidance competencies will be developed within the program components. In the guidance curriculum component counselors will be expected to collaborate with other members of the school's teaching and services staff in providing the instruction in the competencies to students. Furthermore, they will be expected to follow up the instruction in the *individual planning* and *responsive services* components. In some cases, counselors may even provide the total instruction in a particular competency in either the *individual planning* or *responsive services* component. Instruction in some competencies such as *personal economics understanding* and *work world understanding* probably will occur almost exclusively in the *guidance curriculum* through classroom activities. The *individual planning* and *responsive services* components present areas for the counselor to provide reinforcement and the opportunity for practice within their daily lives. For other competencies, such as *school world understanding*, instruction may well be spread across all three components with some items of instruction being covered in classroom sessions, with follow-up being provided in *individual planning* and emergency or crisis situations being handled in *responsive services*. This characteristic is illustrated in Figure A.2 by the shaded areas at the top of the cards that extend over

the three program components. Contingencies will always arise and must be taken care of in the *individual planning* and *responsive services* components. This characteristic is represented by the small white spaces on the ends of each of the cards.

The placement of the *system support* section in Figure A.2 shows how *system support*, the fourth program component supports the other three program components and thus the entire comprehensive guidance and counseling program. Without *system support* and its six activity areas (see p. 29 of this handbook) the entire guidance and counseling program would fail.

1.0 Self-Understanding

1.1 Attitudes and Values

I can describe the things I like about myself.

I can describe the things about me that attract other people to me.

I can describe the ways I show that I respect and love myself.

I can describe the things about myself I want to change.

I can describe the things about me that my family and friends wish I would change.

I can describe the things about others that attract me to them.

I can describe a situation where I have changed my attitude towards some person or thing.

I can explain that attitudes are habits and therefore can be changed.

In situations where I changed my attitude toward a person or thing, I can describe why I did so.

I can describe a process to use when one wants to change an attitude.

I can describe how a person's attitude toward something influences that person more than the facts do.

I can describe the three ingredients to "potential."

I can explain the difference between an "I can't" attitude and the "I haven't learned how yet" attitude.

I can describe how my family and friends influence my attitudes toward people or things.

I can describe how my attitude toward people and things influence my behavior.

I can identify which opinions of other people influence my attitudes toward things.

I can identify the things I am good at outside of school and describe why I am good at them.

I can explain the things I must do to improve my school performance.

I can describe the academic expectations that my parents have for me.

I can describe the academic expectations I have of myself.

I can describe the academic expectations my friends have of me.

I can describe the expectations I wish others had of me and tell how these expectations differ from the ones they currently have of me.

I can describe how I feel about myself and about how my life is developing.

I generally feel positive about the events that occur daily in my life.

I can describe how a positive mental attitude is preferable to a negative one.

I can describe how I am striving to incorporate a positive mental attitude in my own life.

1.2 Abilities and Aptitudes

I can describe my strengths in doing school work.

I can describe my strengths in making friends and being a friend.

I can list and describe my abilities as they relate to school, home, friends, sports, and out-of-school activities.

I can describe my strengths in performing specific tasks at home, at school, and with friends.

I can describe how my ability to perform in any area depends on how I expect I will perform.

I can explain the value of the abilities and strengths that I have developed.

I can describe how I can develop abilities and strengths in areas where I haven't as yet shown any special ability.

1.3 Interests

I can identify and explain areas of interest.

I can describe how some of my interests are in a particular subject or topic area, while others may be found in several areas.

I can explain the influence my parents, family, and friends have on my areas of interest.

I can describe how I am more inclined to be interested in things that interest my friends.

I can describe how my current interests can help me decide on a career I would find satisfying.

I can explain how I can expand my areas of interest.

I can identify and describe other related areas of interest I could pursue.

1.4 Feelings

I can describe my feelings towards my family members and friends.

I can describe my feelings towards other persons I meet in my daily life.

I can describe how my feelings at the moment influence my decisions and affect my actions.

I can describe both love (attraction) feelings and fear (repulsion) feelings towards people and things.

I can describe how I communicate my feelings to other people.

I can describe how I express my feelings in appropriate ways.

I can describe how I understand the feelings of others even when they are not being expressed appropriately.

I can describe my feelings towards handicapped people.

I can describe ways of expressing positive feelings towards friends and acquaintances.

I can describe the effects that pleasant and unpleasant feelings have on me.

I can define self-esteem and describe ways I am building my self-esteem.

I can explain that self-esteem is the greatest gift I can give myself.

I can explain the statement, "No one can make you feel inferior without your consent."

1.5 Insights

I can describe what things about me other people admire.

I can describe what things about me other people wish I would change.

I can describe how others respond to my actions or verbal expressions.

I can describe how the responses of others to my actions influence my future actions.

- I can describe how the responses of others to my actions influence my concept of myself.
- I can describe how my actions at home or at school depend on how I think I will succeed at that time.
- I can explain the influence of "peer pressure" upon my behavior.
- I can explain the influence that "seeking approval" of adults has upon my behavior.
- I can explain how many of my actions and interests are based on my current stage of development.
- I can identify some things I do now – or wish I could do – but which are associated with a later stage of development, and can explain why I do or wish I could do them.
- I can identify some things I do now but which are more associated with an earlier stage of development, and can explain why I still do them.
- I can describe some ways I try to manipulate other people for my benefit.
- I can describe some ways I manipulate myself to avoid conflict.
- I can describe the ways I usually respond when I am under emotional stress.

1.6 Gender Identity

- I understand how being male or female affects my daily decisions, choices, and actions.
- I know how it feels to receive disapproval from family and friends when I choose an activity at home or at school that is usually associated with the opposite sex.
- I can handle the kidding or disapproval I meet with when I choose an activity or take a course usually associated with the opposite sex.
- I can describe those things I do that are based on my idea of my sex role.
- I can describe those things I do that differ from my idea of my sex role.
- I can describe how I and my friends support our stereotypical attitudes towards others.
- I can describe how my current sexual feelings differ from those of childhood.
- I can describe the attention-getting behavior I use when with the opposite sex.
- I can describe how I control my behavior when I am with a member of the opposite sex.
- I can describe factors within myself that influence my sexual attitudes and relationships.

2.0 Global and Social Understanding and Skills

2.1 Global and Social Awareness

I can describe how I choose social groups that reflect the same values, feelings, and attitudes I have.

I can describe the many social groups to which I belong.

I can describe how my feelings, values, and attitudes reflect those of the social groups to which I belong.

I can explain my personal need to seek and maintain membership in a social group.

I can describe and explain the major complaints or criticisms directed towards the social groups to which I belong.

I can explain the differing skills I need to function effectively in the social groups to which I belong.

I can describe how different social groups place expectations on my behavior.

I can handle the personal conflict that arises when there is a discrepancy in the expectations of my behavior from the different social groups.

I can handle the personal conflict that arises when things that are expected of me from my social groups are discrepant with my own values.

I can describe the various roles I play in the different social groups to which I belong.

I can describe the things one must do to acquire recognition and esteem in my social group.

I can explain how the relationships I develop now in my social groups can influence the rest of my life.

I can explain which social groups are the more important to me.

I can describe how my social groups fit into the greater community.

I can describe how nationalism or loyalty to one's country can contribute to progress and growth of community and country.

I can describe how my behavior is accepted by my group of friends.

I can describe the reasons why some people experiment with drugs, tobacco, and alcohol.

I can describe the reasons why some people abuse drugs, tobacco, and alcohol.

- I can describe the effects of alcohol, tobacco, and drugs on the body.
- I can describe how to get help for alcohol and drug problems.
- I can describe the effects of substance addiction on family and community.
- I can define "friend" and describe what is meant by "friendship."

2.2 Interpersonal Communication Skills

- I can describe how my friends see me.
- I can describe how my parents see me.
- I can describe how others in my family see me.
- I can demonstrate that I get along well with my parents, my family, and my friends.
- I can disagree with others without provoking them.
- I can demonstrate how to express my needs, wants, opinions, and preferences without offending the sensitivities of others.
- I can demonstrate how to communicate my values to others without being defensive.
- I can demonstrate how, in a conflict situation with another, to express my feelings without provoking further conflict.
- I can describe the attention-getting behaviors I use when I am in a group, and explain their value to me in using them.
- I can demonstrate appropriate responses to ease a conflict situation that I have created.
- I can demonstrate appropriate responses to ease a conflict situation that another or other persons have created.

2.3 Global and Social Responsibilities

- I can describe the major factors that contribute to healthy family relationships.
- I can describe ways to resolve parent/child conflicts.
- I can describe the adjustments that are necessary in a family crisis.
- I can describe ways I can help foster environmental and ecological well-being of this planet.

I can explain the statement "peace on earth begins within oneself."

I can describe the major responsibilities I have to my family.

I can describe the major responsibilities I have to my friends.

I can demonstrate that I contribute to the welfare and happiness of my family.

I can demonstrate that I contribute to the welfare and happiness of my friends.

I can describe how I get along with people who have different abilities and attitudes than I do.

I can describe how I get along with people whose life-styles differ from mine.

I can identify friends who come from a different kind of family background than mine and demonstrate the value of their friendship.

I can identify friends who are considerably higher or lower in school achievement than I am and can demonstrate the value of their friendship.

I can demonstrate that I respect other people whose values differ from mine.

I can describe ways a family member or friend can help when someone is emotionally upset or grieving.

2.4 Social and Individual Rights

I can demonstrate that I am able to express independent social views in a way that others accept.

I can demonstrate confidence in my ability to express my opinions on topics about which I am knowledgeable.

I can demonstrate confidence in asserting myself in a social group.

I can demonstrate that I can break off from any group when I think it is for my good.

I can demonstrate that I can easily join groups even when I may not know most of the members.

I can demonstrate that I stand up for my rights when necessary or when it is important.

2.5 Personal Responsibility

- I can demonstrate my acceptance of responsibility for my actions.
- I can demonstrate that I take praise without embarrassment.
- I can demonstrate that I take criticism without blaming others.
- I can demonstrate that in a social situation I do what is truly best for me.
- I can describe how my behavior affects other people.
- I describe how each person is responsible for his or her own behavior.
- I can describe the prejudices faced by handicapped people and how to deal with those prejudices when they surface.
- I can describe the responsibilities I have to myself to maintain mental, emotional, and physical health.

2.6 Responsibility to Question Authority

- I can describe how some persons in authority often satisfy their own power needs rather than the needs of the group.
- I can demonstrate situations in which I have questioned authority.
- I can demonstrate how to question authority figures about their decisions without provoking them.
- I can demonstrate how, in any conflict situation, to seek a balance of the rights of both parties.
- I can describe the concepts of submission, assertion, and aggression.

3.0 Decision Making

3.1 Relationship of Decision Making to Behavior

- I can describe the steps in a decision-making process that works for me.
- I can describe a good decision I have made and how I made it.
- I can relate a decision that I need to make for my future to a good decision I have made previously.

I can demonstrate an understanding of how other people influence my decision making.

I can demonstrate an understanding of how my personal goals influence my decisions.

3.2 Goal Setting for Daily and Future Life Decisions

I can describe how I am developing my career goals based on my interests, attitudes, values, abilities, and achievements.

I can describe how I am developing my personal goals based on my interests, attitudes, values, abilities, and achievements.

I have a written plan describing my career and personal goals that are based on my interests, attitudes, values, abilities, and achievements.

I am learning how to set goals that are realistic for me.

I am developing strategies to help me reach realistic goals.

I can identify my personal characteristics that affect the success of my goals.

3.3 Problem Identification

I can describe how I identify a problem.

I can describe how I develop a solution to a problem.

I can describe how I develop questions relevant to clarifying a particular problem, topic, or issue.

I can design a plan that systematically defines a problem.

I can describe the process in which I solved a certain problem and apply that process to a new problem.

I can identify quickly and accurately the critical issues when I am making a decision or solving a problem.

3.4 Information Gathering

I can describe the information-seeking skills required in decision making.

I can demonstrate that I have collected information from appropriate sources before making career and personal decisions.

I can identify people who can contribute information and guidance in my career and personal decision making.

I can identify resource materials useful in the solution of a problem or task.

I can identify when I have enough appropriate information to make a decision.

I know where to seek appropriate information in my school and my community.

3.5 Analysis

I can select one from several alternatives and describe the individual and social consequences that could result.

I can describe the responsibilities associated with my decision making.

I can describe how the decisions of other people influence my decision making.

I can describe how my goals and aspirations are achieved by effective decision making.

I can predict how my goals and aspirations are achieved by effective decision making.

I can predict how my decisions might affect others immediately, intermediately, and long-term.

3.6 Exploring of Options

I can describe many possible solutions to a problem.

I can describe various colleges and the career opportunities they offer.

I can describe the career opportunities available to graduates of the area vocational high schools.

I can compare alternative courses of action to determine the best course for me.

I can gather and use appropriate printed materials and human resources in making personal and career decisions.

I can apply a method or methods to determine whether the information I have gathered is accurate and appropriate.

3.7 Synthesis

I can describe a general principle that explains interrelated experiences or factual data.

I can describe strategies for converting information into action.

I have made plans beyond high school graduation.

Other people in my life know about my plans after high school.

I can describe how future trends and patterns will affect my present plans.

I can describe or create innovative solutions to complex problems.

3.8 Ability to Initiate Action and Take Calculated Risks

I can describe strategies that I will use in career and personal decision making that will enable me to take some risks.

I can describe how these risk-taking strategies will enable me to grow and develop personally and in my career.

I can describe how I will follow through on a plan or decision once I have decided to take a risk.

I can describe how I will accept the consequences of my risk-taking decision.

3.9 Ability to Use Problem Solving in Daily Life

I can identify the factors that influenced my choice in a recently made decision.

I can describe how I solve problems in my everyday life.

I can follow through on good decisions and change poor decisions.

I can describe how the basic skills I've learned in school (math, reading, etc.) relate to my vocational goals.

I am able to apply decision-making skills to solve personal problems as well as to make a career choice.

I can demonstrate that I know where and how to start looking for a job.

4.0 Intellectual Development

4.1 Motivation to Take an Active Role in Learning

I can describe how my learning comes from both in-school and out-of-school experiences.

I can describe how learning is a continuous, lifelong process.

I can describe how being satisfied with myself increases my school achievement.

I can describe the techniques for learning that work best for me.

I can describe the skills and learning habits that I will use throughout my life.

I can list the requirements for high school graduation and describe what I must do to meet them.

I can list and explain the academic and intellectual goals I hope to attain within the next three or four years.

I can list and explain the academic and intellectual goals I hope to attain this year.

I can list and describe the goals I have to improve my writing, reading, speaking, listening, and math skills.

4.2 Ability to Expand Thinking Skills

I can demonstrate how I use previously learned skills in new situations.

I can demonstrate how I adapt easily to new situations and/or change without merely being submissive.

I can demonstrate that in making decisions or solving problems, I first take time to consider the options that are available.

I can demonstrate that, in making decisions or solving problems, I first take time to discover creative ways to deal with the situation.

4.3 Ability to Gather Information from Academic Environment

I can demonstrate that I effectively take notes.

I can describe ways I can improve my test-taking skills.

I can list my academic strengths and demonstrate how I use them effectively.

I can describe the things teachers do that motivate and help me to learn best.

I can describe situations where the teacher is primarily responsible for the lack of learning in the group, and I can demonstrate effective student responses to cope adequately.

4.4 Ability to Process Information and Draw Conclusions

- I can describe how to formulate questions that are relevant to a topic or issue.
- I can identify and explain the critical issues when making a decision or solving a problem.
- I can demonstrate how I organize and analyze the data needed for making a decision.
- I can demonstrate how I apply the information to specific problems or tasks.
- I can demonstrate how I analyze the interrelationships of events and ideas from several perspectives.
- I can demonstrate how I apply relevant criteria to the information available when solving problems or making decisions.

4.5 Ability to Recognize Implications

- I can describe how I reflect on the possible implications of my decisions and behavior choices before I take action.
- I can describe how my past decisions are affecting my present life.
- I can describe what advice I would receive from others if I were to ask.
- I can describe how to choose a college that will help me prepare for a career.
- I can describe how my geographic location affects my job opportunities.
- I can describe how benefits, working conditions, and interpersonal relations are more important for success on a job than are the job skills required.

4.6 Understanding of Relationship between Academic Achievement and Career/Job Training

- I can describe the significance of education to achieving short-term and long-term personal goals.
- I can demonstrate the correct use of information from standardized tests to make decisions about my future plans.
- I can describe how to select courses and vocational training programs to help me meet my career goals.
- I can describe how to select courses and vocational programs that fit my interests and abilities.

I can describe the careers for which certain college majors and vocational programs would prepare me.

5.0 School World Understanding

5.1 Awareness of the Educational Setting

I can describe the behaviors expected of me in my school.

I can describe the major rules governing student behavior in the classrooms, halls, and extracurricular activities.

I can demonstrate the ability to give a stranger accurate directions to any location in the school, or advice about whom to see regarding a specific question, problem, or complaint.

I can demonstrate that when I need help for different problems or questions, I know where to go.

5.2 Awareness of Course Requirements, Content, and Value

I can describe the various curriculums open to me, the skills I need to succeed in them, and the goals they will help me reach.

I can describe the various elective courses and extracurricular activities that are available to me, the abilities needed to succeed in them, and the goals they will help me reach.

I can describe the requirements for success required in the programs and courses I have selected.

I can describe the abilities I need to succeed in the programs and courses I have selected.

5.3 Ability to Make Choices among Curriculum Courses and Programs

I can demonstrate that the curriculum I have chosen is in keeping with my abilities, aptitudes, interests, and tentative future goals.

I can demonstrate that the electives I have chosen are also in keeping with my abilities, aptitudes, interests, and tentative future goals.

I can describe how the curriculum choices I have made will help me reach my future goals.

I can describe educational and vocational choices that are appropriate alternatives should I desire to change my curriculum plan.

5.4 Ability to Select Extracurricular Activities

I can describe how my extracurricular activities can help me meet future plans and goals.

I can describe how my extracurricular activities will help me continue my learning about and enjoyment of life as an independent adult.

I can describe how my extracurricular activities are related to my career plans.

I can describe how my present extracurricular activities provide me with pleasure and are a lot of fun.

5.5 Ability to Set and Achieve Educational Goals

I can demonstrate that I complete my school assignments as expected and on time.

I can demonstrate that I plan study time to avoid rushing to meet deadlines.

I can describe why it is best not to wait till the last minute to get an assignment done.

I can describe the skills and content areas I need to improve.

I can describe the things I would do to get extra help when I need it.

I can describe the intrapersonal barriers I face in meeting my educational goals.

I can describe the interpersonal barriers I face in meeting my educational goals.

5.6 Attainment of Personal Satisfaction from Educational Experiences

I can describe why it is important for me to attain my optimal achievement at school.

I can describe the feeling of "competence" and "adequacy of performance."

I can describe how it feels to be successful at school.

I can describe how what I've learned relates to what I hope to do in the future.

I can describe the ways I am motivated intrinsically.

I can describe how it feels to be successful after overcoming interpersonal barriers to achievement.

5.7 Internal Factors Related to Realizing Chosen Career Goals

I can describe how I evaluate my daily life decisions.

I can describe how my curricular and extracurricular choices are related to my goals.

I can describe how my curricular and extracurricular choices are related to interests and hobbies I wish to pursue.

I can describe how my curricular and extracurricular choices will help me develop satisfying life roles.

I can describe how "to fail" does not mean "to be a failure."

I can describe how an individual failure does not mean I am a failure.

5.8 External Factors Related to Realizing Chosen Career Goals

I can describe how my tentative goals are consistent with my parents' expectations.

I can describe how my tentative choice of career goals is consistent with the information about available job or career opportunities.

I can describe how my tentative choice of career goals matches my measured abilities, past achievements, and current interests. .

I can describe how to prepare for the careers in which I am interested.

I can describe alternative ways to my chosen career goals.

I can describe any interpersonal conflicts I must learn to handle if I am to be successful in my chosen career goals.

I can describe the characteristics of my chosen career goals that match and those that don't match my interests and values.

6.0 Understanding of Personal Economics

6.1 Notions of Consumer and Producer

I can describe the relationship between personal economics, life-style, and work.

I can describe how economic trends in my geographic area affect my life-style.

I can describe the items to consider before making a purchase of a car, stereo, or appliance.

I can describe the steps necessary to buy or rent a home.

I can describe how to use common hand tools to build or repair things.

I can describe the process by which consumers decide what is produced in a market economy.

6.2 Relationship of Supply and Demand in One's Life

I can describe how my future plans will be affected by present and projected economic trends.

I can describe how a changing economy necessitates adjustment within life roles.

I can describe the economic benefits that are associated with various occupations.

I can describe how some goods and services can be immediately obtained while others must be delayed because of economic trends and personal economics.

I can describe how wages and prices are tied closely together and how, as one increases, the other soon follows.

I can describe how the prices of products or services are determined by matching the amount supplied with the amount demanded.

6.3 Personal Budgeting

I can describe the daily expenses I face in my life.

I can describe what my projected personal budget will look like as an independent adult.

I can demonstrate that I budget and spend my money with specific goals in mind.

I can describe what steps to take to invest money wisely.

I can describe the legal and financial responsibilities I will face as an independent adult.

I can describe how individual and family values determine choices in the use of family income.

I can demonstrate that I can calculate percentages, make change, figure taxes, and handle a checkbook.

6.4 Ability to Delay Gratification

I can demonstrate how I work towards my goals without needing specific rewards as the major way to keep me motivated.

I can describe how I delay the gratification of my needs in various situations.

I can demonstrate the necessity of saving money for a special need or purchase.

7.0 Task Skills and Marketability

7.1 Motivation to Action

I can demonstrate that I have developed work habits, attitudes, and skills necessary for the completion of tasks.

I can demonstrate that I can work independently to accomplish a task.

I can demonstrate that I can work with others to accomplish a task.

I can demonstrate that I have explored employment and work adjustment situations.

I can demonstrate that I know how to study and how to get the most out of my study time.

I can demonstrate that I understand the consequences of not working up to my full potential.

7.2 Goal Setting for Occupational Marketability

I can describe what motivations underlie my personal growth goals.

I can describe how my personal growth goals relate to my possible occupational choices.

I can describe how I set meaningful school achievement goals.

I can describe the relationship between my personal goals and my occupational choice.

I can describe the relationship between my personal goals and other aspects of my life (e.g., school, self, occupation, leisure time, and education).

I can describe how my personal goals may be met by different occupations over a period of time.

7.3 Ability to Follow Directions

I can complete an application form for a job or for a college.

I can determine whether I have enough information to complete an application or a task.

I can describe resources that will assist me in completing a task.

I can describe how I give directions to other people.

7.4 Ability to Complete Tasks

I can complete the tasks and projects that I start.

I can complete a task within the time allowed.

I can define the task or project to be done.

I can describe the components of the task to be done.

I can work alone to complete a task within the time allowed.

I can recognize when a project or task cannot or should not be completed.

I can describe how my completion of apparently small or routine tasks in the present is directly related to completion of large, more complicated tasks in the future.

7.5 Ability to Work Alone and in Groups

I can describe how my participation in groups influences my personal development.

I can describe how my participation in groups influences the development of others.

I can define those personal behaviors that contribute to successful interpersonal relationships.

I can describe how I set priorities.

I can describe how I make and keep a schedule.

I can describe how I organize tasks (and people where appropriate) in order to achieve specific goals.

7.6 Written Communication

I can write personal and career goals and objectives.

I can determine the appropriate writing form and style for different communications.

I can complete an employment application form, including the biographical statement.

I can present myself in appropriate writing style in a variety of situations (e.g., resumé, cover letter, thank-you letter, composition).

7.7 Verbal Communication

I can verbally describe actions, objects, or events with a minimum of factual errors.

I can use a media format to present ideas imaginatively.

I can express independent views in an acceptable, understandable fashion.

I can speak effectively to individuals and to groups.

7.8 Nonverbal Communications

I can describe how verbal and nonverbal behavior influence interpersonal relationships.

I can demonstrate to others in an acceptable, understandable manner how their verbal and/or nonverbal behavior influences me.

7.9 Job/College Search Skills

I can describe how I utilize the resources in my school that provide career placement opportunities.

I can describe how I utilize the resources in my school that provide college placement opportunities.

I can describe how I can obtain scholarship and financial aid information.

I know what jobs the graduates of my high school are working in and where they are.

I can describe some of the problems high school graduates have in finding and keeping jobs.

I can describe how I will live independently or in a college dormitory after high school.

7.10 Interview/Presentation Skills

I have practiced interviewing and can describe how I will behave in a job or college interview.

I can describe acceptable and unacceptable job and college interview behaviors.

I can describe social and communication skills appropriate for securing and maintaining employment.

7.11 Adjustment Skills

I can describe how I am learning to cope with transition in school, home, and community.

I can describe how changes in the economy affect my life roles and life-styles.

I can describe how I relate my knowledge of individual environmental changes to my personal and career plans and accomplishments.

I can describe how I relate my knowledge of individual environmental changes that may require negotiation or compromise to my personal life.

I can describe how my understanding of my present life role enables me to adjust to future life role options.

8.0 Work World Understanding

8.1 Characteristics of Workers

I can describe how income is an influential factor in occupational choice.

I can describe how people performing different jobs receive varying amounts of monetary and fringe benefits.

I can describe how the variation in complexity of jobs is related to the amount of intelligence and educational achievement and to the creativity and degree of initiative required of the workers.

I can describe how the economic benefits of work differ for salaried, hourly, and self-employed workers.

I can describe how different occupations offer long-term and short-term employment options.

I can describe how a person seeks different roles during different stages of personal development.

8.2 Work World Characteristics of Jobs

I can describe the kinds of jobs necessary for maintaining the quality of life in my community.

I can describe how workers are generally categorized into producers of goods and providers of services.

I can describe the reasons for various occupations needing different levels of education, training, and performance.

I can describe the way in which a specific occupation has an impact on society.

I can describe the contributions to society that various occupations make.

I can describe how technological and economic trends affect the increase or decrease in the demand for specific occupations.

I can describe how the global economy affects the demand for specific occupations in my geographic region.

I can describe how job opportunities are both developed and eliminated because of the introduction of new products or demands for services.

I can describe how the great variety of occupations in the work world are clustered by certain similarities.

8.3 Occupational Awareness

I can list the jobs that are available to me locally.

I can describe how to find part-time and summer work.

I can describe how to find a full-time job.

I can describe the jobs that best fit my areas of interest and ability.

I can describe the requirements for the jobs I might seek.

I can describe how being a male or female relates to career choices.

I can describe how my future life-style will relate to my choice of occupation.

8.4 Work Expectations

I can describe how a worker may need to start at a lower level of employment and work up to a higher level.

I can describe the likelihood of continued availability of employment within my career options.

I can describe how my personal needs can be satisfied through my work.

I can describe how personal-social roles, educational achievement, and career development all come together at work.

I can describe how expected performance both on and off the job relates to various occupations.

I can describe the basic performance standards needed to succeed in my career options.

I can describe the characteristics I need to be judged as a competent worker by my supervisors.

8.5 Work Behaviors and Habits

I can describe the work attitudes and personal habits employers expect of their employees.

I can describe some of the social roles encountered in a work situation.

I can describe the different work and social roles typical of persons in the different occupational levels.

I can demonstrate my ability to get along positively with members of both sexes on the job.

I can describe how my activities at work will influence my success as a worker.

I can describe what is meant by good worker habits.

I can demonstrate the interpersonal communication skills necessary for harmony in the workplace.

I can demonstrate my ability to engage in effective human conflict management with adults and peers.

8.6 Understanding of the Personal Vocational Profile

I can describe how my future plans match my academic achievement, abilities, interests, and values.

I can describe how my future educational or vocational plans are based on job or college requirements that are relevant for me.

I can describe how I have met or am planning to meet the specific skill needs required to help me succeed in the educational or career choices I plan.

I can describe how I have matched my abilities, aptitudes, and interests with requirements for the career I have chosen.

I can produce a written profile of my measured abilities, past achievement, and current interests to present to a college admissions officer or workplace personnel officer.

8.7 Understanding of Workplace Structure and Functions

I can describe the main functions and components of the workplace organization and structure in a given major business or industry.

I can describe several different kinds of occupations that are needed by a given producer of goods or services.

I can describe the major management functions that are common to the workplace.

9.0 Leisure Time Planning

9.1 Ability to Develop and Maintain a Balanced and Healthy Life-style

I can describe the preparation I need in order to participate in my preferred leisure time activities.

I can describe the leisure time opportunities that are available to me.

I can describe leisure time activities in which I can participate while I am in school that I can use in my adult life.

9.2 Ability to Plan and Maintain Physical Fitness

I can describe how leisure activities help me develop and maintain my psychological, physical, and emotional health.

I can describe how leisure activities help me alleviate existing problems in my psychological, physical, and emotional health.

I can describe my plans for acquiring skills necessary for me to find personal satisfaction in leisure time activities.

9.3 Ability to Develop Hobbies and Other Avocational Pursuits

I can describe how my recreational interests will make my leisure time more enjoyable.

I can describe what recreation and leisure activities best fit my interests and needs.

- I can describe how my school work affects my use of leisure time.
- I can describe where leisure time will fit into my life and career.
- I can evaluate my present leisure and avocational activities to see if they are reducing or causing physical and/or emotional health problems.
- I can describe the types of leisure activities that are available in the home, school, and community.

10.0 Life Roles Planning

10.1 Ability to Select and Work toward a Preferred Life-style

- I can describe the interrelationship between learning and living.
- I can describe the relationship between what I am learning now and my future life as an adult.
- I can describe what I need to be learning now in order to attain the career and life-style to which I aspire.
- I can describe how certain levels and patterns of education can affect one's life-style.
- I can describe my projected life-style and determine whether my present path will enable me to attain that life-style.
- I can describe many of the factors that will determine my life-style, such as culture, values, career choice, and work habits.
- I can describe my life-style interests in relation to my occupational interests.
- I can describe the relationship of my life role interests, such as parent, wage earner, consumer, and citizen, to my preferred life-style.
- I can describe the several mutually supportive roles that may be required for me to achieve my preferred life-style.
- I can describe potential formal and informal educational programs that may enhance and affect my preferred life-styles.

10.2 Ability to Implement a Community Member Role

- I can describe a variety of roles that I might play as a member of a family.
- I can describe a variety of roles that I might play as a member of a community.

I can describe a number of contributions that I might make as a member of my community.

I can describe how my present responsible behavior in the school community will enable me to become a responsible citizen in my town or city.

10.3 Ability to Implement a Worker/Leader Role

I can describe several career roles that I will be prepared for based upon my present and planned education, training, and other life role experiences.

I can describe how varied levels of responsibility may influence interpersonal relationships in work settings.

I can describe the dignity that is inherent in any work or job title.

I can define the personal interests, aptitudes, and qualifications required for the careers in which I am interested.

I can describe the value of participating in class and community activities and the relationship of these activities to my future work world.

10.4 Ability to Implement a Family Member Role

I can describe important attributes that I can bring to a marriage.

I can describe important attributes that a husband or wife could bring to a marriage.

I can describe some reasons why some marriages don't work out.

I can describe some ways that children affect a marriage.

I can describe some of the decisions and difficulties I will face as a parent.

I can describe many ways to gain and maintain open communications with my present family.

10.5 Ability to Develop a Role as a Sexual Being

I can describe the importance of knowing about my own sexuality.

I can describe how I can get along with members of both sexes in school and on the job.

I can describe how being female or male has an influence on how I may choose my career.

10.6 Ability to Implement a Role as Friend

I can describe how I make friends.

I can describe how I can help a friend who has a problem.

I can describe how my friends can affect my leisure time.

I can describe how I can develop close and lasting friendships.

I can describe how I generate trust and confidence in others.

I can describe how others generate trust and confidence in me.

I can describe how I develop and maintain interpersonal relationships.

10.7 Ability to Develop One's Personhood

I can describe how I convey a positive self-image of others.

I can describe how my self-knowledge has been affected by others.

I can describe those physical, intellectual, and emotional characteristics that contribute to my uniqueness.

I can describe the penalties of drug and alcohol use.

I can describe how I learn from constructive criticism.

I can describe how I handle personal difficulties.

Appendix B

Resources

RESOURCES

The resources listed below can be of assistance in the planning and implementation of a comprehensive guidance and counseling program.

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The toll free number is 1-800-848-4815 (outside Ohio, but inside the Continental U.S.). You may obtain the materials listed below by contacting the Center. For a complete listing of National Center publications, you may request a complimentary catalog from the Public Information Office at the same telephone number.

From the *Rural America Series*: *(Although the following three resources in the Rural America series are out of print and may not be obtained from the National Center, the NHCG&CP does have a copy of each which will be located in our library in the office of James V. Carr in the State Department of Education in Concord, NH. NHCG&CP participants may take these publications out on loan).*

1. *Facilitator's Guide to Staff Training for the Rural America Series*. Module ix. Research and Development Series No. 149 J. "Staff Development."
2. *Rural Community Perspectives Toward Career Development for the Rural America Series*. R&D N. 118 D3
3. *Community Relations and Involvement for the Rural America Series*. R&D N. 118 D2.

From the Competency-Based Career Guidance Modules:

Guidance Program Planning Modules --

1. CGA-6 of Category A. "Determine Client and Environmental Needs."
2. CGA-5 of Category A. "Build a Guidance Program Planning Module."
3. CGA-2 of Category A. "Organize Guidance Program Development Team."

Implementing --

1. Module CGC-5 of Category C. "Coordinate Career Resource Centers."
2. Module CGC-6 of Category C. "Promote Home-Based Guidance."

Supporting --

1. CGB-4 of Category B. "Conduct Staff Development"
2. CGB-3 of Category B. "Improve Public Relations and Community Involvement."

From the Career Planning Support System*:

1. "Assessing Needs: Surveying." R&D Series No. 119-E.
2. "Advisory Committee Handbook." R&D Series No. 119-C.
3. "Assessing Resources." R&D Series 119-D.

**Write for a free brochure on the CPSS series.*

From the ERIC Clearinghouse:

"The Family-Career Connection." ERIC Clearinghouse on Adult, Career, and Vocational Education. Information series No. 288.

From An Evaluation Monograph:

"Increasing Guidance Effectiveness Through School-Community Cooperation." 1978, SN Series 19.

Additional Resources:

Choices- Children Having Options in Career Education. Available through: The Girl's Club of Greater Nashua 603-882-6256; Nancy Grimes 603 -271-3196 Sex Equity Office, NH State Department of Education; Girl's Club of America 800-221-2606; Piscataqua Business and Professional Women - Carol Youngs 603-430-8490.

NH Career Development Association Resource Manual. Published by the NH Career Development Association. Copies available through NHCDA. President, Nancy Winterbottom, RFD #2, Newmarket Road, Durham, NH 03824.

Women in Non-Traditional Careers Curriculum Guide. Published by the Sex Equity Office, NH State Department of Education, 101 Pleasant St., Concord, NH 03301

From Pupil Personnel Services: Needs Assessment Process:

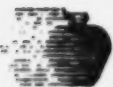
1. "A Step in Program Planning." By the Illinois State Board of Education, Department of Specialized Educational Services, 110 North Front Street, Springfield, Ill. 62777.
2. "Guidance Services - Needs Assessment Project." By the Neenah Joint School District.

Appendix C

Suggested Parent Materials

- If possible, arrange for young people to visit vocational schools, technical schools, colleges and universities. All kinds of post-secondary educational opportunities should be explored, including apprenticeships, community colleges and the volunteer armed forces.
- Besides helping arrange career "shadowing" and other exploration experiences for young people, offer to sponsor such activities at your own workplace.
- Encourage young adults to obtain and maintain job commitments, paid or unpaid, for at least a few months before leaving high school. Options might include summer or after-school jobs, school-sponsored internships, work experience programs and regularly scheduled volunteer service.
- Promote the understanding in young people that they will need not only job skills but also adaptable skills for occupational success.
- Give young adults certain economic obligations, such as saving for education, special trips, or items. Perhaps they should be required to use their earnings to fill the gas tank or purchase sports equipment. Help them develop financial plans and timelines.
- Help young people see themselves as worthy individuals, capable of making increasingly independent decisions.

By using these suggestions and encouraging your children to participate in career development programs in the public schools, you can help them make career decisions that will result in happier, more productive lives.



Toledo Public Schools
The BEST place to learn

Published by:
Career Development Program, Toledo Public Schools
Manhattan and Elm Streets, Toledo, OH 43606
Telephone: (419) 473-3165

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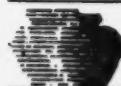
Michael J. Damas

Kenneth J. Perry

Sophia Quintaro

Tips for Parents

helping
your child
plan
a career



Toledo Public Schools
Career Development Program

Because your children's career choices will affect not only them but you, you have a right and a responsibility to be active in helping develop their career plans beginning at an early age. Career development is an ongoing process, starting at birth and continuing through adulthood.

You can help your children by using some of the following suggestions.

✓ In the elementary school years:

- Point out examples of workers providing services and creating products in your community. Make an effort to show both men and women in a variety of occupations. You might accomplish this by taking children on field trips to places like stores, hospitals and local businesses.
- Encourage children to approach jobs at home in a positive manner and to complete them in a certain amount of time. Give praise for jobs well done. Point out the relationship between home chores and careers that require the same skills.
- Listen for whether your children consider certain kinds of work "masculine" or "feminine" and help them see beyond the stereotypes. Try not to assign jobs at home by sex. Avoid labels such as "sissy" or "tomboy" in talking about the way children behave. Look closely at your own expectations for sons and daughters. Do they truly foster equal aspirations and choices?
- Introduce children early to a wide range of sports and hobbies. Encourage girls as well as boys to participate in team sports if they are interested. Broadening children's interests provides more opportunities for them to succeed.
- Encourage children to ask the question, "What will I be when I grow up?" Allow them to consider all possible job choices, even if some seem questionable to you. Give them toys that promote role playing of many different jobs. Try to make decisions "with" your children, rather than "for" them.
- Help children select leisure reading material that shows different sexes, races, and ethnic backgrounds in a variety of work and social settings.
- Participate in the school's career education effort as a guest speaker, activity leader, or field trip sponsor.
- Express interest in children's school work . . . to them it is real work. Help children understand the importance of school by showing how subjects like reading, writing and arithmetic are used in most occupations and in daily living.

✓ In the junior high years:

- Discuss your career and volunteer activities with your children and their friends. Share information about how your work satisfies your personal, economic and social needs. Discuss your responsibilities and the kinds of decisions you make at work, how you work with others, what skills and knowledge you use to get the job done, the jobs you've held before and why you left them, and your job goals for the future. If possible, take children to work with you to observe all you've described first-hand.
- Discuss children's skills, abilities, interests, values, and goals with them as they select academic courses and extra-curricular activities. Encourage a positive attitude toward education. Help them realize they can enroll in high school vocational programs and still go on to college if they wish.
- Encourage children to participate in service-oriented activities in their community. Many learning experiences are sponsored by clubs, religious organizations, health care agencies and volunteer agencies.
- "Hands-on" activities are especially important for junior high students. Try to arrange for them to observe, talk with, work alongside and receive instruction from adults working in their areas of interest. Help them meet a wide range of workers—especially those in jobs considered "non-traditional."
- Build financial understanding in children by explaining everyday tax, market, and banking concepts, and by involving them in economic choices and guided money management.
- Encourage children to work part-time outside the home. Not only will they actively be exploring career possibilities, but they can discover the sense of pride and accomplishment that comes from work.

✓ In the high school years:

- Young people may need help seeing the links between present choices and future outcomes. You can assist them in developing guidelines for choosing among school courses, higher education options, and employment opportunities.
- Encourage them to consult teachers and counselors for additional help in identifying interests and abilities, and to seek guidance in applying this knowledge about themselves to the world of work.

Senior High School **Reference Folder for Parents**

Student's Name: _____

This folder was developed to assist parents in the monitoring of educational progress and career planning activities during senior high school. Students also have a folder in which they record relevant information used in educational and career planning. These are kept in the Guidance Office but they belong to the students. You are encouraged to review the folder belonging to your child periodically. When students graduate, transfer, or leave school, the folder is theirs to keep and use in the future.

below are activities by grade level that are suggestions for students to complete. They will help in monitoring of progress in school, in preparing for graduation, and in looking at next steps educationally or occupationally. These are in addition to other activities being conducted by the staff at school.

Ninth and Tenth Grade

Date
Completed

During the ninth and tenth grades, students should:

Compare their interests and abilities with specific requirements for career possibilities

Look at careers which interest them to see what education or training is needed to pursue those career objectives

Most high schools have career exploration materials for student use. These include the Missouri Vital Information for Education and Work (MOVIE) program, Chronicle Guidance's Occupational Library (also the College View Deck) and many other sources of information. School guidance personnel can help with these materials.

Check on specific entrance requirements (such as courses and test scores) for schools which your student may wish to attend

Plan a sequence of courses in high school that will prepare the student for a program leading to a career that fits his/her interests and abilities

With your student, observe workers in careers related to her/his interests

Review, change, and/or approve your student's tenth-grade educational plan

Attend Career Fair with your student

Check at your place of employment for available employer-related scholarship information

Attend Parents' Night programs

Attend college and financial aid presentations

Review your student's progress in study habits and test-taking skills with a school counselor

Discuss career plans with your student

Attend College Nights with your student to get background information

Visit with your student an industry/company/organization and interview a worker in your student's career area of interest

Review, clarify, and/or approve your student's eleventh-grade educational plan and schedule

Review and discuss with your student the completed sections of the Educational Career Planning Folder

Grade Eleven

Date
Completed

Refer to "Planning for College: Handbook for Parents and Students"

Check for college entrance test dates (PSAT, SAT, ACT)

Attend programs on trade, technical, and college admissions/financial aid

Visit one or more trade, technical, or college campuses with your student

Review graduation requirements

Check your student's twelfth-grade educational plan and schedule

Make a summer appointment with the counselor to validate your student's progress

Review your student's educational and career planning folder for career choice and current course of study matches

During the eleventh grade, your son or daughter should:

Date
Completed

Contact the admissions office at selected colleges and universities. Ask for a packet of their materials. Check on the scholarship and financial aid opportunities. Find out which tests each school requires either for admission or for placement after admission.

Register to take the Preliminary Scholastic Aptitude Test (PSAT), American College Test (ACT) or Scholastic Aptitude Test (SAT) approximately five weeks before a scheduled testing. The test dates and sites for the PSAT, ACT, and SAT will be posted in the high school. Some Missouri colleges and universities accept the Missouri School and College Ability Tests, Series III (MOSCAT) for admission. This test is given in most Missouri high schools during the spring of their junior year.

Check on scholarship eligibility. Students who score high on the ACT or SAT may be eligible for scholarship consideration at their selected institution.

- Complete "Planning for College Handbook"
- Make sure your student has taken or is signed up for appropriate college admissions tests (SAT, ACT, ACH)
- Attend parent programs on trade, technical, and college admissions and financial aid
- Visit one or more colleges with your student
- Complete financial aid forms, if necessary
- Have your student check for new and continual scholarship application procedures
- Attend Career Fair with your student
- Visit one or more trade schools with your student
- Review your student's Educational and Career Planning Folder for completeness

During the twelfth grade, your son or daughter should:

October

Obtain a free copy of *Meeting College Costs* or *Applying for Financial Aid* from the counselor's office. If these booklets are not available at the school they can be ordered from:

Meeting College Costs
College Board Publication Orders
P.O. Box 2815
Princeton, New Jersey 08541

Applying for Financial Aid
ACT Student Assistance Programs
Educational Services Division
P.O. Box 168
Iowa City, Iowa 52245

These booklets will help you estimate your son's or daughter's eligibility for financial aid and understand how the process works.

Contact the selected college or university for any special financial aid application instructions if your son or daughter plans to participate in a school's early decision program.

December

Pick up a Financial Aid Form (FAF) or a Family Financial Statement (FFS) from his or her counselor.

Look carefully at all the forms required by the selected schools and the application deadlines. Your son or daughter should have received specific information from the selected colleges. Be sure to submit applications before due dates.

January

Send the completed FAF or FFS forms to appropriate address as soon as possible after January 1.

Check with the financial aid office about scholarship programs unique to each institution.

Be aware that if students apply only for Pell Grants they may not receive enough from that program to meet their expenses. The Pell Grant is intended to meet only a portion of the student's need and in most cases will cover less than one-half of the total educational and living costs. Students who overlook the opportunity to apply for a Pell Grant on the FAF or FFS may be required by the college or university to apply for a Pell Grant at a later date. This would cause an unnecessary delay in processing his or her financial aid award.

After January

Be aware that students starting enrollment steps after January may not be able to enroll at the college or university of their choice. Also financial aid for the freshman year may not be available.

Seek immediate assistance from the high school counselor for late enrollment. In some cases, financial aid can be arranged for the freshman year.

Financial Aid

Five distinct types of financial aid are available:

- I. *Scholarships*: Apply directly to the Financial Aid Office at the selected college or university. Each institution has a variety of scholarships that are granted annually.
- Military Scholarships*: 1, 2, 3, and 4-year scholarships are available. These vary depending on the length and type of scholarship. Ask the high school counselor for the Scholarship Application Bulletin.
- II. *Student Loans*: Repayment, including interest, begins after a student graduates or leaves school.
- III. *Parent Loans*: Repayment, including interest, begins within 60 days of the day the loan is disbursed. Loan applications are obtained from the college financial aid officer or from a participating lender.
- IV. *Grants*: Pell Education Opportunity Grants, Supplemental Education Opportunity Grant (SEOG), Missouri Student Grant Program (MSGP).
- V. *Work-Study*: College Work Study (CWS).

Applying for Financial Aid: If a student is applying for a Pell Grant, Supplementary Education Opportunity Grant, National Direct Student Loan, or Work-Study, he or she must have completed the Financial Aid Form (FAF) or the Family Financial Statement (FFS) and arranged for the necessary information from the FAF or FFS to be sent to the selected college or university.

For more information, contact your high school guidance department.

During high school, students will be participating in activities to assist them in thinking about their educational, occupational, and personal goals and plans. They will be gaining knowledge about themselves and others and an understanding about educational, and occupational exploration and planning. They will be acquiring the career planning competencies that are given below. When they can demonstrate a specific competency, their counselor will initial it on their folder. You may wish to review your own student's progress in acquiring these competencies periodically.

Date Career Planning and Exploration

- _____ I have developed short and long range career plans.
- _____ I understand how being male or female affects my career choice.
- _____ I know about various colleges and what they offer.
- _____ I understand graduation requirements and have planned a sequence of courses to obtain my goals.
- _____ I have developed recreational interests that will make my leisure time enjoyable.

Knowledge of Self and Others

- _____ I have developed a good understanding of myself and know my own values.
- _____ I understand the importance of being able to get along with others and to respect their ideas and values.
- _____ I know the physical and mental effects of drugs and alcohol.
- _____ I know about the kinds of decisions and difficulties I will face as a parent.

Educational/Vocational Development

- _____ I know the things that are necessary in order to find a job (resume development, interviewing skills, completing applications, etc.).
- _____ I know how to make decisions and to evaluate and judge those decisions over a period of time.
- _____ I know about the kinds of daily expenses that I will have as an adult.
- _____ I have developed good learning habits and skills that I can use throughout my life (study skills, test-taking skills, note-taking skills, etc.).
- _____ I know what jobs are available locally and also what jobs graduates found and where.
- _____ I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my home high school.

Use this folder to keep: _____ A copy of your student's four year plan, current class schedule, and a list of teachers; _____ Report cards; _____ Test results; _____ Immunization records; _____ School handbook and calendar; _____ School newsletters; _____ Awards received; _____ Post high school plans and materials; _____ Copies of completed applications (college, vocational school, financial aids, job); _____ Honor roll certificates; _____ Copies of letters of recommendation; _____ Correspondence from school; _____ Notification of attendance problems; _____ Disciplinary reports.

Appendix D

Sample Needs Assessment Surveys

Appendix D

SAMPLE

Student Needs Assessment Survey

The Sarah N. Dippity School

Instructions: This survey has been designed to help us better determine the guidance needs of our students. Please read each statement and answer it as it applies to you. Place a circle around the number of each statement if you feel that you need help with that task. Please do not write your name on this form.

Your grade this year _____ Your sex: M _____ F _____

Self Understanding

I Need Help:

1. To understand the things I like about myself.
2. To understand the things about myself I want to change.
3. To explain the things I must do to improve my school performance.
- 4.
- n.

Global and Social Understanding and Skills

I Need Help:

1. To describe the reasons why some people experiment with drugs, tobacco and alcohol.
2. To demonstrate how to express my needs, wants, and opinions without offending the sensitivities of others.
- 3.
- n.

Decision Making

I Need Help:

1. To describe the steps in a decision making process that works for me.
2. To describe a good decision I made.
3. To demonstrate an understanding of how my personal goals influence my decisions.
- 4.
- 5.
- n.*

Intellectual Development

I Need Help:

1. To list the academic and intellectual goals I hope to attain this year.
- 2.
- n.*

School World Understanding

I Need Help:

1.
- n.*

Understanding of Personal Economics

I Need Help:

1.
- n.*

Task Skills and Marketability

I Need Help:

1.

n.

Work World Understanding

I Need Help:

1.

n.

Leisure Time Planning

I Need Help:

1.

n.

Life Roles Planning

I Need Help:

1.

n.

COMPREHENSIVE GUIDANCE & COUNSELING
PARENT/GUARDIAN QUESTIONNAIRE

PLEASE RANK ORDER THE FOLLOWING COMPONENTS OF THE GUIDANCE AND COUNSELING PROGRAM. PLACE A "1" IN FRONT OF THE MOST IMPORTANT, "2" IN FRONT OF THE NEXT IMPORTANT AND CONTINUE THROUGH 10, (IMPORTANT BUT STILL YOUR #10).

RANK

1. _____ **SELF UNDERSTANDING**
Values and Attitudes - Abilities and Aptitude- Interests and Feelings -
Insight, Gender Identity.
2. _____ **GLOBAL AND SOCIAL UNDERSTANDING & SKILLS**
Interpersonal Communication Skills - Global and Social
Responsibilities - Individual Rights-
Personal Responsibilities
3. _____ **DECISION MAKING**
Relationship to Behavior - Goal Setting for Life
Decisions - Problem Identification - Information
Gathering - Exploring Options
4. _____ **INTELLECTUAL DEVELOPMENT**
Motivation to Take on Active Role in Learning
Expanding Thinking Skills - Information
Gathering From an Academic Environment
5. _____ **SCHOOL WORLD UNDERSTANDING**
Awareness of Education Setting- Ability to
Select and Achieve Educational Goals -
Awareness of Course Requirements, Content, and Value
Ability to Make Choices Among Curriculum Programs
and Courses.
6. _____ **PERSONAL ECONOMICS**
Notions of Consumer and Producer - Relations of
Supply and Demand - Personal Budgeting - Ability
to Delay Gratification
7. _____ **TASK SKILLS AND MARKETABILITY**
Goal Setting for Occupational Marketability -
Following Directions - Task Completion -
Working in and with Groups
8. _____ **WORK WORLD UNDERSTANDING**
Characteristics of Workers - Characteristics of
Jobs - Occupational Awareness - Work Expectations
9. _____ **LEISURE TIME PLANNING**
Developing and Maintaining a Balanced and Healthy
Life Style
10. _____ **LIFE ROLES PLANNING**
Selecting and Working Toward a Preferred Life
Style - Implementing a Community Member Role -
Implementing a Role as a Worker - Implementing
a Family Member Role

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